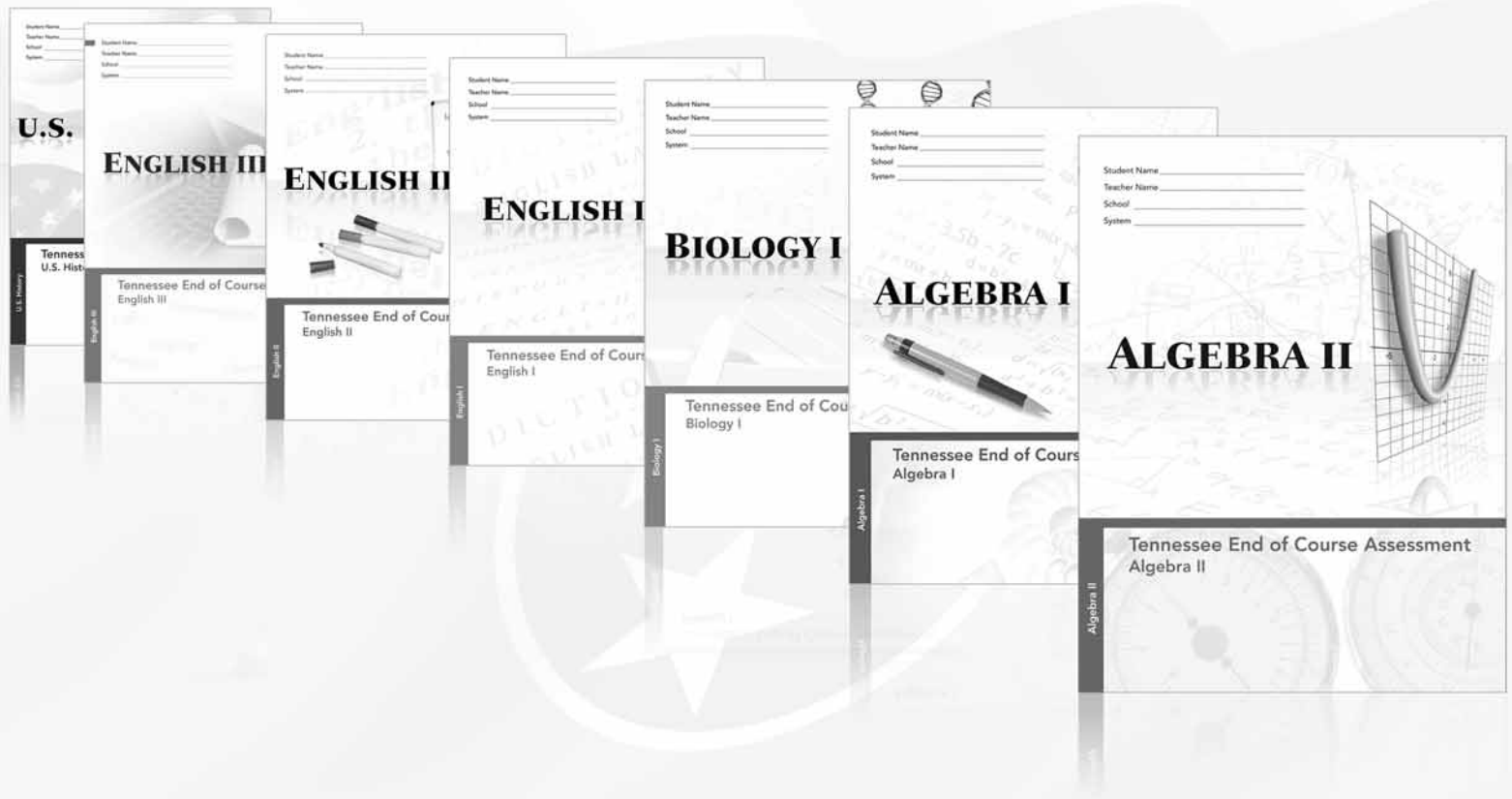


TEST ADMINISTRATION MANUAL



Tennessee End of Course Assessment Test Administration Manual Spring 2012

End of Course Administration Spring 2012 Schedule

Event	Spring 2012		Note
Algebra I Test Date	Tuesday, May 1		Spring 2012 AYP End of Course Administration Dates
English II Test Date	Wednesday, May 2		
Biology I Test Date	Thursday, May 3		
Make-up Test Date	Friday, May 4		
English I English III U.S. History Algebra II	English I, English III, U.S. History, and Algebra II are scheduled by the district with consideration of SDDV and TSC completion by May 21.		
Schedule for Returning Materials to Pearson	First Date	Last Date	Post-Test Procedures: The System Testing Coordinator is responsible for returning all materials to Pearson. (See Section IV, Post-Test Procedures, in <i>Test Administration Manual</i> .)
AYP EOC	May 2	May 9	
EOC	By the third school day after testing is complete		

Updated 2012

PEARSON

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Updates and Reminders for Spring 2012 Administration

Materials Distribution, Receipt, and Processing

Starting with the Spring 2012 administration, Pearson will be responsible for the distribution and return receipt of all secure and non-secure testing materials to systems, including all forms of test books, pre-ID and non pre-ID answer documents, Group Information Sheets (GISs), and *Test Administration Manual* (TAM) copies. Pearson will also be responsible for scanning and processing activities. This manual has been updated to reflect new procedures and processes to support this change. **Please review this manual carefully, as initial materials distribution and return shipping procedures have changed.**

New Security Processes

Starting with the Spring 2012 administration, materials returned by systems will undergo security check-in processes to verify that all pre-ID answer documents and test books distributed to schools/systems have been returned by those schools/systems. Should Pearson determine any discrepancies with the materials returned versus the materials initially distributed, Pearson representatives will contact the System Testing Coordinators to report and resolve discrepancies.

Group Information Sheet (GIS) Changes

The EOC GIS has been revised to capture Test Administrator information on the back of the GIS if there is no Teacher of Record. If the Teacher of Record administered the EOC exam to his or her students, the back of the GIS should be left blank. In rare cases, an EOC exam may be administered to a student for whom there is no Teacher of Record (e.g., online courses). In such cases, the front of the GIS will not include Teacher of Record information, but the back must include Test Administrator information. There is a limit of 49 answer documents per GIS. A sample GIS appears on pages 45–46 of the TAM.

Answer Document Coding

Pre-Coded/Pre-ID Answer Documents

For the Spring 2012 administration, EOC answer documents will be pre-coded with student information. (Note: Answer documents provided to non-public schools will not be pre-coded.) **Pre-coded answer documents have student names and demographic information pre-printed on the answer document.**

Test Administrators must ensure that each student receives the correct pre-coded answer document. Do not bubble any information for the pre-coded fields on a pre-coded answer document. **Do not make demographic corrections on pre-coded answer documents. Corrections to demographic information must be made in the local student information system.**

Unused Pre-Coded Answer Documents

Unused pre-coded answer documents should be returned under an Unused Pre-ID Header.

Answer Documents Not Pre-Coded

Blank answer documents will be provided for students who are scheduled to participate in testing but were not included in the system pre-ID upload.

Unique Student Identification Numbers (USIDs) for Public School Students

Student Unique Identification Numbers generated by EIS (State ID) must be coded in the *Unique Student ID* field. If the number has fewer than nine digits, pre-fill the empty bubbles, using leading zeros. If a USID is not available, an Alternative ID number may be used. **Social Security Numbers may not be used.**

Alternative Identification Numbers for Public School Students

Use the following format to create an Alternative ID number:

9 + 3-digit system # + 00001 to 99999 (Ex.: 9 _ _ _ 00001)

Alternative Identification Numbers for Home School Students

Use the following format to create an Alternative ID number for a Home School student:

3-digit system # + 981 + 001 to 999 (Ex.: _ _ _ 981001)

Alternative Identification Numbers for Non-Public School Students

Non-public schools may no longer record Social Security Numbers (SSNs) in the *Unique Student ID* (USID) field of an answer document. Because non-public students do not have EIS-generated USIDs, an Alternative Identification Number must be used. Use the following format to create an Alternative ID number:

9 + 5-digit RANDA processing # + 001 to 999 (Ex.: 9 _ _ _ _ 001)

Gateway Diploma Requirement

In the *Diploma Requirement* field, bubble **Yes** for those students for whom the EOC Algebra I, Biology I, or English II assessment will be used to satisfy the students' Gateway diploma requirement. The "Yes" bubble must be filled in to ensure met/not met status is reported for said students.

Testing Status

The *Testing Status* field now contains only two categories:

- First Time Taker: Enrolled in course for the first time
- Repeat Taker: Re-enrolled or repeating a course

End of Course Test Administration

English Linguistically Simplified Assessment (ELSA) Eligibility

T1 and T2 ELL students are now eligible for ELL accommodations and the ELSA Algebra I and English II EOC assessments. Only eligible ELL students enrolled in Algebra I or English II may be administered the corresponding ELSA Algebra I or ELSA English II EOC assessment.

English III EOC Assessment

The new English III EOC exam is now operational.

Adequate Yearly Progress (AYP) Demographic Review Form

It is no longer necessary for systems to submit an AYP Demographic Review form to the Office of Assessment. During the Student Demographic Data Verification (SDDV) process, Building and System Testing Coordinators must verify that all student accountability demographic data have been reviewed and are accurate and complete. Those data will be used to fulfill reporting requirements for NCLB, TVAAS, and the State Report Card.

EOC Testing Policy

Only students who are enrolled in a course with an associated end-of-course examination shall take the end-of-course examination. Students enrolled in a substituting course without an end-of-course examination explicitly tied to the state board of education approved curriculum content standards of that course shall not take an end-of-course examination. This exemption applies to all substituting courses, including, but not limited to, Advanced Placement, International Baccalaureate, dual enrollment and dual credit courses.

Dual Enrollment

A student earning a credit via a dual enrollment program is not required to take the corresponding state EOC exam. However, AYP EOC exams (Algebra I, Biology I, and English II) are not included in this exemption.

Systemwide Test Administration

Initial testing is to be administered systemwide on the same day. It is NOT permissible to have schools within a system testing the same content area on different days.

Enrolled in Course

Students who are enrolled in an End of Course (EOC) class, regardless of grade level, must take the assessment pertinent to that class (i.e., Algebra I, Biology I, English I, English II, English III, U.S. History, and Algebra II).

For students who entered high school prior to 2009–2010, a passing score on the Algebra I, Biology I, and English II EOC assessments will be used to satisfy the students' Gateway diploma requirement. (**Bubble "Yes" in Diploma Requirement field.**)

Prohibited Testing

Under no circumstance (e.g., testing students without special or IEP-mandated accommodations, testing students enrolled in two sections of a course) should a student be administered the same assessment twice within one administration (e.g., Spring 2012). Multiple testing can result in the **invalidation** of both scores. If in doubt, please contact the Office of Assessment Logistics at tned.assessment@tn.gov.

Online Applications Website

<https://tdoe.randasolutions.com>

The completion of SGLs, RIs, and Teacher-Student Connection is required before Quick Scores are released.

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SECTION I: TEST SECURITY

State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process, shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, 4.]

State Test Security Measures

The State will:

- Establish security guidelines to ensure the integrity of the testing process.
- Implement safeguards to ensure test content security.
- Communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications.
- Provide packing lists and system manifests to ensure accurate inventory of test materials at the system and school levels.
- Conduct random visits during testing to ensure test security and consistency of administration.
- Provide Breach of Testing Security Report forms to document local test security concerns.
- Review submitted Breach of Testing Security Reports and follow up as needed.
- Release student-specific test data only to authorized personnel.

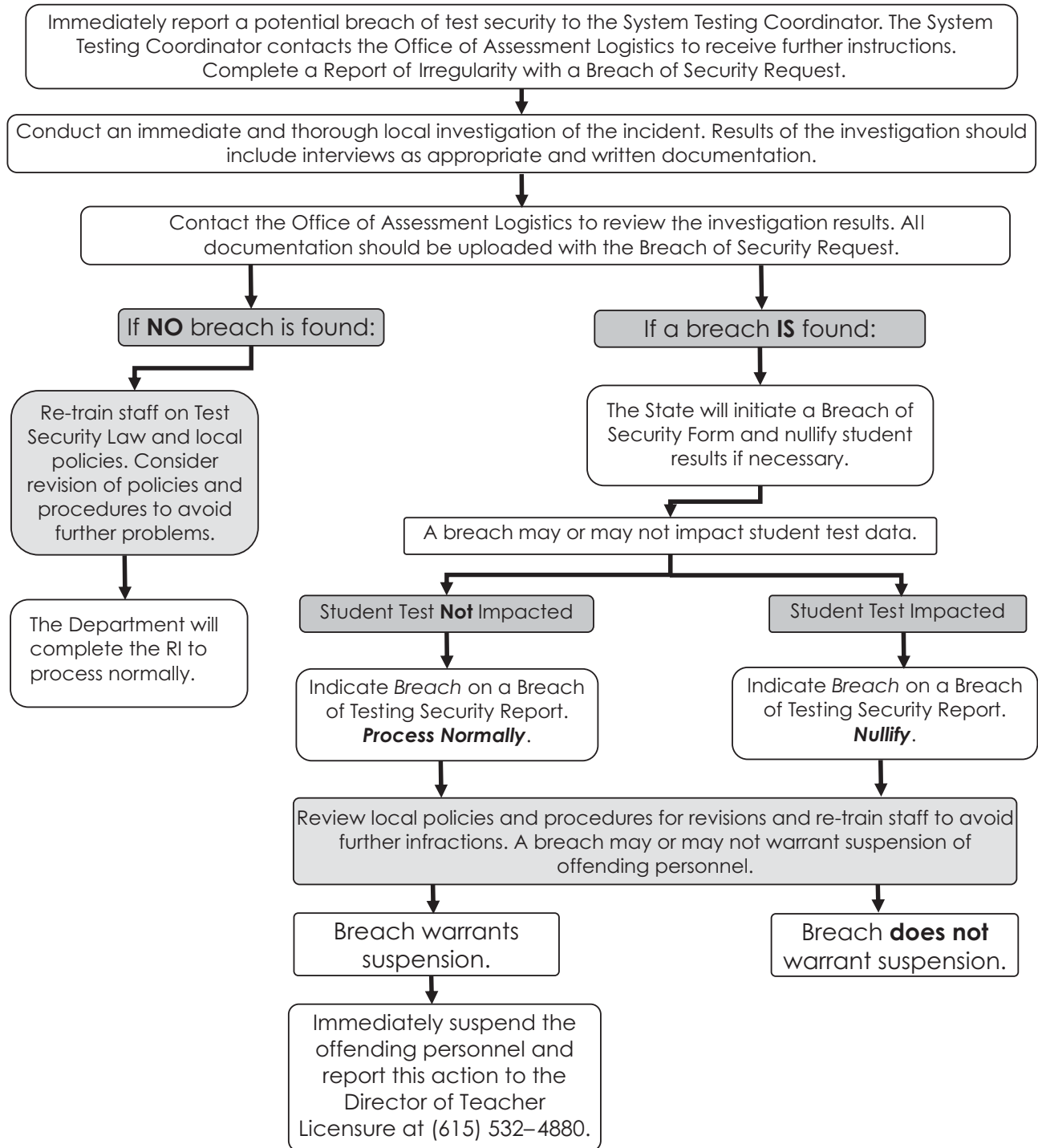
State Test Security Guidelines

The Public School Systems, State Special, and Non-Public Schools MUST:

1. Adopt a locally monitored test security policy that incorporates, at a minimum, these State Test Security Guidelines. This policy should include a Testing Code of Ethics for personnel to sign and leave at the district office for documentation.
2. Train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records.
3. Implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session.
4. Restrict handling of test materials to authorized personnel at all times.
5. Implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing. Discussion of the test content or specific test items with students, parents, or professional colleagues is prohibited, to protect the validity of the test.
6. Return test materials immediately after each test session and when the entire administration is completed. Store test materials in a centrally located locked room that is inaccessible to unauthorized persons.
7. Create a secure, yet positive, environment for testing.
8. Conceal or remove all instructional or reference materials in the test setting that are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, familiar study aids such as graphic organizers, models, or number lines that relate to subject content.
9. Turn off all electronic communication devices (cell phones, pagers, PDAs, etc.) in the test setting.
10. Ensure proper calculator use as outlined in the *Test Administration Manual*, making sure that calculators are cleared before and after administration of each test.
11. Confirm each student is the person named on the answer document for every testing session. A photo ID may be required if administrators are not responsible for normal classroom instruction.
12. Require Test Administrators and Proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules and time limits, outlined in all test directions.
13. Require Test Administrators and Proctors to remain with the students and be observant and nondisruptive throughout the testing session.
14. Prohibit coaching students in any way during State assessments. Ensure students respond to test items without assistance from anyone.
15. Prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations. Secure assessment materials (including pilot or field test materials) shall not be read, reviewed, or analyzed at any time before, during, or after test administration.
16. Ensure that test items are not reproduced, duplicated, or paraphrased in any way, for any reason, by any person. Standard copyright laws must be maintained at all times. Test materials shall not be copied, filed, or used directly in instructional activities. Specific excerpts from test or paraphrased portions of the test may not be used to create study guides or classroom resources.
17. Maintain confidentiality of student-specific accountability demographic information and test results at all times.
18. Document test security concerns, including missing materials, on the Breach of Testing Security Report form.
19. Failure to report a breach of security compromises the integrity of the testing process and should be treated as a breach of testing security.

Breach of Test Security Procedures

It is the responsibility of the school system to establish a secure testing environment for all assessments. Open lines of communication should be maintained to encourage suggestions for improvements in testing procedures and for reporting any possible testing impropriety. Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event. Examples of potential breaches may be found in the Tennessee Test Security Law and State Test Security Guidelines. The following chart is provided for guidance in handling potential breach of testing security concerns. Questions should be directed to the Office of Assessment Logistics at tned.assessment@tn.gov.



RI – Breach of Test Security

Upon receipt of any information concerning a possible breach of testing security, school and system administration must initiate an immediate and thorough investigation into the circumstances of the event and then contact the Office of Assessment Logistics Executive Director to review the investigation results. If the incident is determined to be a breach, complete an online Breach of Testing Security Report form with documentation of the investigation and results, including actions taken, and submit all documentation to the State in the Breach Envelope. **The answer document of a student involved in a breach must be included with the appropriate GIS and SGL.**

- ☐ Breaches of Test Security **MUST** be entered online as a Report of Irregularity. If needed prior to entering online, **blank copies of the Breach form are available at http://www.state.tn.us/education/assessment/tools_resources.shtml.**
- ☐ To complete the online RI – Breach of Test Security information
 - ☐ Go to <https://tdoe.randasolutions.com> (requires User Name and Password).
 - ☐ Select “Assessment Forms” from the “Processing” tab.
 1. Select the “Reports of Irregularity (RI)” button at the top of the School Audit.
 2. RI Serial # and Test will be pre-populated.
 3. Select Grade and Content Area.
 4. Select “H. Breach of Test Security Request.”
 5. System and School Name will be pre-populated.
 6. Enter all required information, including:
 - ✓ Incident Date
 - ✓ Teacher Info (Last Name, First Name)
 - ✓ Contact Info (Name, Email)
 - ✓ Test Date
 - ✓ Explanation of Testing Security Event
 - ✓ Name of Reporter, Phone Number, Email Address
 - ✓ Student Info (Last Name, First Name, Middle, Student Unique ID)
 Be sure to “Add Student to List.”
 7. In the “Document the Occurrence” field, copy and paste the entire Explanation of Testing Security Event.
 - ☐ Once all required fields have been completed, **be sure to PRINT** a copy of the Breach of Testing Security Report.
- ☐ To PRINT the online RI – Breach of Testing Security Report:
 - ☐ Select the “Print” button at the bottom of the RI.
 - RI Report Viewer will pop up on the screen.
 - Select the “Breach of Security” tab to view Breach of Testing Security Report.
 - For this form to print properly, be sure to select the print icon (see sample on page 7). Do not use the print option in the Menu Bar.
- ☐ Submit a copy of the Breach of Testing Security Report and any related documentation to the State in the Breach Envelope.

RI – Breach of Testing Security Report, Sample

PROCESSING > REPORTS OF IRREGULARITY (RI)		
RI Serial #	<input type="text"/>	After you have saved your RI, you will be able to add attachments
Test:	<input type="text" value="2011 Summer EOC / AYP (Adequate Yearly Progress)"/>	
Grade:	<input type="text" value="10"/>	
Content Area / Subtest:	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Algebra I <input type="checkbox"/> Biology I <input checked="" type="checkbox"/> English II </div>	
<p>This form is to be used only if one of the following irregularities occurred. Please mark the most appropriate that apply below:</p> <ul style="list-style-type: none"> <input type="radio"/> A. A student or a group of students cheated <input type="radio"/> B. Test administrator/proctor provided inappropriate assistance to student(s) <input type="radio"/> C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below <input type="radio"/> D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest <input type="radio"/> E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used ONLY if the transfer of all information to another answer document could not be made <input type="radio"/> F. A student took the wrong test or subtest. System Testing Coordinator must contact the State for further instructions <input type="radio"/> G. Improper test modifications/accommodations were used <input checked="" type="radio"/> H. Breach of Security Request <input type="radio"/> I. Medical Exemption Request <input type="radio"/> J. Other reasons. Please specify 		
<p>Report of Potential Breach</p> <p>Type of Breach:</p> <div style="border: 1px solid black; padding: 5px;"> <input checked="" type="radio"/> Student involved event <input type="radio"/> Materials or non-student event </div> <p>Test Dates: <input type="text" value="Not Set"/></p> <p>Explanation of Testing Security Event:</p> <div style="border: 1px solid #ccc; height: 150px; margin-top: 5px;"></div>		
Name of Reporter:	Phone number:	Email address:
<input type="text"/>	<input type="text"/>	<input type="text"/>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div> <input type="radio"/> Process Normally <input type="radio"/> Nullify <input type="radio"/> Void <input type="radio"/> Nullify FT <input type="radio"/> Medical Exempt <input type="radio"/> Refusal </div> <div> <input type="checkbox"/> Generate breach record? </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Delete Print Update Go to Reconcile Only Update & Reconcile Back </div>		

See below for brief instructions on how to complete an online Breach form.

- ☐ Select “H. Breach of Security Request.”

PROCESSING > REPORTS OF IRREGULARITY (RI)	
RI Serial #	<input type="text"/>
Test:	2011 Summer EOC / AYP (Adequate Yearly Progress)
Grade:	10
Content Area / Subtest:	<input type="checkbox"/> Algebra I <input type="checkbox"/> Biology I <input checked="" type="checkbox"/> English II

After you have saved your RI, you will be able to add attachments

This form is to be used only if one of the following irregularities occurred. **Please mark the most appropriate that apply below:**

- ☐ A. A student or a group of students cheated
☐ B. Test administrator/proctor provided inappropriate assistance to student(s)
☐ C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below
☐ D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest
☐ E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used **ONLY** if the transfer of all information to another answer document could not be made
☐ F. A student took the wrong test or subtest. System Testing Coordinator must contact the State for further instructions
☐ G. Improper test modifications/accommodations were used
☒ H. Breach of Security Request
☐ I. Medical Exemption Request
☐ J. Other reasons. Please specify

- ☐ Complete all required information, including:

- Incident Date
- Teacher Information
- Contact Information
- Explanation of Testing Security Event
- Name of Reporter, Phone, Email address
- Student Information

Report of Potential Breach

Type of Breach:

- ☒ Student involved event
☐ Materials or non-student event

Test Date:

Not Set

Explanation of Testing Security Event:

Name of Reporter:

Phone number:

Email address:

☐ Process Normally
 ☐ Nullify
 ☐ Void
 ☐ Nullify FT
 ☐ Medical Exempt
 ☐ Refusal
☐ Generate breach record?

Printing the Breach of Testing Security Report:

1. Click the “Print” button located at the bottom of the page.

A screenshot of a web form interface. At the top, there are several radio button options: "Process Normally", "Nullify", "Void", "Nullify FT", "Medical Exempt", and "Refusal". Below these is a checkbox labeled "Generate breach record?". At the bottom of the form, there are several buttons: "Delete", "Print", "Update", "Goto Reconcile Only", "Update & Reconcile", and "Back". The "Print" button is circled in black, and a black arrow points to it from the right.

2. When RI Report Viewer pops up, click the “Breach of Security” tab to view and print the Breach of Testing Security Report.

A screenshot of a web browser displaying the "Breach of Testing Security Report" form. The browser's address bar shows the URL "http://www.tn.gov/assessment/evaluation/research/". The page has a header with the text "Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon." Below the header are three tabs: "Breach of Security", "Report of Irregularity", and "Potential Breach". The "Breach of Security" tab is selected. The main content area of the form includes the Tennessee Department of Education logo, the text "Tennessee Department of Education Assessment, Evaluation and Research", the address "1252 Foster Avenue Hardison Complex Nashville, TN 37243", and the title "Breach of Testing Security Report". A note at the bottom states: "NOTE: This form is to be used only when reporting a testing security breach. A Report of Irregularity should be used to report student cheating."

**Don't forget to include a copy of Breach form in Breach Envelope.
Keep one copy of Breach form for system records.**

Acknowledgement of Test Security Policy

System _____ School _____

T.C.A. 49-1-607. Noncompliance with security guidelines for TCAP or successor test. — Any person found to have not followed security guidelines for administration of the TCAP test, or a successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license. [Acts 1992, ch. 535, § 4.]

I hereby certify that I have read and understand the State of Tennessee Test Security Policy. Furthermore, I agree to abide by state test security guidelines and understand that any breach in test security on my part could lead to my dismissal and/or revocation of state license.

[illegible]

SECTION II: TEST ADMINISTRATION

System Testing Coordinator's Checklist

BEFORE TESTING

- ☐ 1. Maintain current communication between the State and local system.
 - A) submit contact information for System Testing Coordinator(s) to the Office of Assessment Logistics
 - (1) office email address
 - (2) office phone number
 - (3) emergency phone number
 - (4) fax number
 - (5) mailing address
 - (6) shipping address, if different from mailing address
 - B) check email frequently for assessment information
 - C) distribute appropriate assessment information systemwide
 - D) contact the State with local school assessment concerns, as needed
- ☐ 2. Implement local test security plan and disseminate information systemwide.
- ☐ 3. Coordinate test material orders from Building Testing Coordinators and verify for accuracy.
 - A) ensure test material orders include all applicable schools, courses, and students
 - (1) students enrolled in tested courses
 - (2) special education students
 - (3) ELL students
 - (4) transfer students
 - (5) students needing modified format tests (i.e., Braille and Large Print)
 - B) ensure accuracy of orders to prevent material shortages and late orders
 - C) complete online orders according to State schedule, copy and retain for system records
- ☐ 4. Attend State assessment meetings for System Testing Coordinators.
- ☐ 5. Develop testing schedules with school administrators to minimize test security risks (e.g., testing to occur at the same time school and systemwide).
- ☐ 6. Notify media and appropriate local officials (e.g., Fire Chief, Community Event Planners) of testing schedule to prevent test disruptions.
- ☐ 7. Conduct assessment training session for Building Testing Coordinators and other system personnel.
- ☐ 8. Establish a restricted, secure storage area for test materials at the system level and ensure secure areas are designated at each school.

SAVE YOUR BOXES!

The boxes in which you received your test materials should be saved to return the materials to Pearson. Be sure to save your return shipping labels.

- ☐ 9. Receive shipment of test materials.
 - A) Check packing lists to make sure all materials were received.
 - B) Retain pallet(s), if applicable.
 - C) Locate the System Testing Coordinator kit containing return shipment instructions. If the return packet is not found, contact Pearson.
- ☐ 10. Verify quantities of all test materials received and distributed.
- ☐ 11. Provide extra materials from the Central Office Box to schools with shortages and document on the Central Office Distribution Log and the security checklist.
- ☐ 12. Notify the State immediately if additional test materials are needed. Contact Pearson if test materials are damaged or defective.
- ☐ 13. Verify each school's Shipping Order Form to document test material inventories.
- ☐ 14. Distribute practice materials, if available, to Building Testing Coordinators. **Do not return practice materials** to Pearson.
- ☐ 15. Distribute restricted test materials to Building Testing Coordinators, adhering to security guidelines.
 - A) test materials—confirm for appropriate content area
 - B) modified format tests, as needed
 - C) State assessment forms, per school procedures:
 - (1) School/Group List (SGL)—can be located at <https://tdoe.randasolutions.com>
 - (2) Group Information Sheet (GIS)
 - (3) Report of Irregularity (RI)—can be located at <https://tdoe.randasolutions.com>
 - (4) Inactive Test Material (ITM)
 - (5) Breach of Testing Security Report
 - (6) Adequate Yearly Progress Demographic Review
 - (7) Medical Exemption Request
- ☐ 16. Implement procedures to ensure all students are assessed and accounted for as required.
- ☐ 17. For testing policy questions, contact the Office of Assessment Logistics at tned.assessment@tn.gov. For questions regarding shipment of materials, contact Pearson at 1-888-817-8658.

DURING TESTING

- ☐ 1. Monitor to ensure schools are following testing schedule and local test security plan.
- ☐ 2. Assist Building Testing Coordinators with problems or emergencies during testing.

AFTER TESTING

- ☐ 1. Lead all investigations of local test security concerns.
- ☐ 2. Monitor to ensure Building Testing Coordinators have sorted, checked, and counted used and unused test materials as directed in the Building Testing Coordinator's checklist.
 - A) verify used and unused test materials are collected from each applicable school
 - B) verify all counts on the security checklist for each school, including additional materials from Central Office Box
 - C) verify the correctly completed SGL is included for each school
 - D) verify the GIS is completed accurately and included with each group of answer documents for the teacher listed on the GIS
 - E) verify proper coding for all Absent and ELL Excluded students
- ☐ 3. Complete the Central Office Distribution Log; make a copy and retain for system use.
- ☐ 4. Complete the system security checklist.
- ☐ 5. Complete a Breach of Testing Security Report for any discrepancies in inventory of test booklets.
- ☐ 6. Review State assessment forms for appropriate use and accurate completion. Return per instructions. **Note:** Do not write comments on answer documents. Do not include answer documents for students who refuse to test with the following documents:
 - A) Inactive Test Material (ITM)
 - (1) **sign** form
 - (2) make copy for system use
 - B) Report of Irregularity (RI)
 - (1) do not write comments on answer documents
 - (2) review RI information online, approve and submit
 - C) Breach of Testing Security Report
 - (1) review and initiate appropriate investigation
 - (2) attach available documentation, including action taken
 - (3) make copy for system use
 - (4) return original Breach form to the Office of Assessment Logistics
 - (5) complete an online RI for each Breach of Testing Security Report
 - D) Medical Exemption Request
 - (1) complete an online RI for each Medical Exemption Request and attach doctor documentation
 - (2) print and sign form
 - (3) copy and retain a record for system use
 - (4) place form and doctor documentation in Breach Envelope
- ☐ 7. Ensure all used answer documents with GISs and SGL forms are packed in the **answer document return boxes with scorable return labels**. Note: Verify online SGL on the TDOE EdTools website (<https://tdoe.randasolutions.com>).
- ☐ 8. All unused pre-ID answer documents should be placed under an Unused Pre-ID Header and returned with the scorable materials.
- ☐ 9. Ensure all remaining used and unused test materials, including the security checklist and the Central Office Box materials, are **packed in the original shipping boxes** in the specified order (see Section IV, Return Procedures).
- ☐ 10. Keep a copy for your records of the completed security checklist and the number of boxes per school being returned.
- ☐ 11. Ship all answer documents and unused pre-ID documents to Pearson within 3 business days after testing is completed.
- ☐ 12. Ship remaining test materials to Pearson within 5 business days after testing is completed.

Building Testing Coordinator's Checklist

BEFORE TESTING

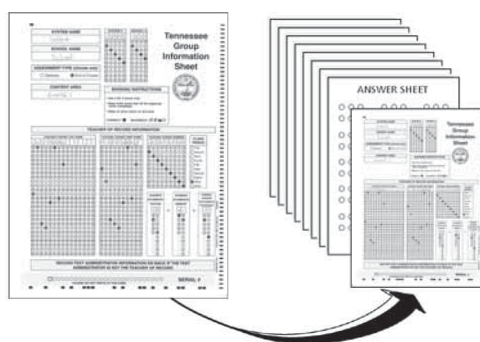
- ☐ 1. Assist the System Testing Coordinator with compiling test material orders.
- ☐ 2. Attend training session for Building Testing Coordinators.
- ☐ 3. Coordinate with the principal to ensure that the school calendar provides an appropriate test setting free of disruptions (e.g., no field trips, assemblies, building/grounds maintenance, visitors).
- ☐ 4. Disseminate testing schedule, test security plan, and other testing information to school personnel and parents/guardians.
- ☐ 5. Conduct or reinforce training for Test Administrators and Proctors and provide documentation to the System Testing Coordinator.
- ☐ 6. Establish a restricted, secure, centrally located storage area for test materials.
- ☐ 7. Count to confirm test materials received and document on the school packing list (**retain boxes and return address labels for return shipment**).
- ☐ 8. Establish a secure and efficient plan for distributing, collecting, and storing test materials.
 - A) create a check-in and check-out list
 - B) require Test Administrator signature before and after each test session
 - C) count test materials before and after each test session
- ☐ 9. Distribute the *Test Administration Manual* (TAM) to Test Administrators. (The TAM is available online.)
- ☐ 10. Monitor to ensure Test Administrators have obtained rosters of students to be assessed.
- ☐ 11. Distribute practice materials, if available. **Do not return practice materials** to Pearson.
- ☐ 12. Monitor to verify the building and each test setting are appropriately prepared.
 - A) common areas are free of instructional and reference materials
 - B) instructional materials are concealed or removed from test settings
 - C) seating is arranged to ensure students work without assistance from others
- ☐ 13. Ensure all test settings have appropriate test materials.
- ☐ 14. Distribute restricted materials immediately before a testing session, adhering to security guidelines.
 - A) test materials—confirm for appropriate content area
 - B) modified format tests, as needed
 - C) State assessment forms, per school procedures:
 - (1) Group Information Sheet (GIS)
 - (2) Inactive Test Material (ITM)

DURING TESTING

- ☐ 1. Monitor to enforce the local test security plan and test schedule.
 - A) ensure electronic communication devices are turned off
 - B) conduct spot checks of test settings
 - C) assist Test Administrators and Proctors with emergencies during testing
 - D) ensure Test Administrators and Proctors do not read test items or passages, unless indicated in test instructions or accommodations
 - E) notify System Testing Coordinator of any suspected testing security concerns
- ☐ 2. Work with school administration to minimize test disruptions (e.g., announcements, bells, lunch schedule).
- ☐ 3. Ensure secure storage of test materials before, between, and after each test session.

AFTER TESTING

- ☐ 1. As you collect the test materials, make sure the correct Version is marked on the answer document.
- ☐ 2. Count all test materials after each test session.
- ☐ 3. Use the security checklist to confirm that all materials have been received.
- ☐ 4. Verify scratch paper does not contain any inappropriate information and destroy. If inappropriate information is found, complete an RI or Breach of Testing Security Report form, as needed.
- ☐ 5. Take the rosters of absent students to the appropriate personnel to schedule make-up tests.
- ☐ 6. Complete an online Medical Exemption Request for qualified students, and complete an answer document bubbled "Absent" for each student for whom an exemption is being requested.
- ☐ 7. Ensure answer documents are appropriately completed in a secure setting for all absent students who were unable to make up the test (see Section II, Make-up Testing).
- ☐ 8. Insert used make-up materials into stacks per instructions (see Section II, Make-up Testing).
- ☐ 9. Ensure proper completion and placement of each GIS (see Section IV, Group Information Sheet [GIS]).
- ☐ 10. Verify students' answer documents included under the GIS have been placed with the appropriate teacher.
- ☐ 11. Complete the information on the Breach Envelope only if there is a situation to report. If there is no Breach issue, do not complete the information, and do not mail the empty envelope (see Section IV, Breach Envelope).
- ☐ 12. Sort, check, and count test materials at conclusion of all testing, including make-up tests.
 - A) verify that answer documents have been removed from test booklets
 - B) do not write comments on answer documents
 - C) answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side
- ☐ 13. All used answer documents must be accompanied by a GIS or ITM form. Duplicates and those documents filled out in error must go under a completed ITM with the appropriate box checked. There should be NO loose used answer documents in the returned materials.
 - A) all used answer documents
 - (1) verify all student demographic information, including Code A and Code B data
 - (2) place answer documents under the appropriate GIS
 - B) used modified format tests (see Section III, Test Accommodations)
 - (1) ensure proper transcription of Braille and Large Print responses, if applicable
 - (2) place Braille and Large Print transcribed answer document(s) under the appropriate GIS
 - C) ensure answer documents are stacked with demographic grids face up and cut corners aligned at upper left side under the appropriate GIS



- ☐ 14. Review ITMs.
 - A) ensure materials are those documented on the forms
 - B) verify use of form corresponds to allowed reasons only
 - C) sign completed forms
 - D) ensure each duplicate answer document under an ITM has a corresponding document under the appropriate GIS
- ☐ 15. Review other used and unused materials.
 - A) used test booklets
 - B) unused test materials
 - (1) test booklets, including those marked with student names and/or random markings
 - (2) unused answer documents, including continuous feed forms
 - C) ancillary materials
 - (1) *Test Administration Manual* copies
 - (2) blank State assessment forms
 - (3) unused Breach Envelopes
 - D) materials with manufacturing defects (e.g., missing pages, illegible printing, miscolated pages, faulty binding). Paper band all defective materials. Notify the Office of Assessment Logistics.
 - (1) test booklets
 - (2) *Test Administration Manual* copies
 - (3) answer documents
- ☐ 16. Complete the School/Group List (SGL) online by content area. Enter SGL information at <https://tdoe.randasolutions.com>. Print a copy of the SGL to return with the used materials. SGL and GIS should match exactly.
- ☐ 17. Compile all used and unused test materials in the specified order, **pack them in the original shipping boxes**, and return them to the System Testing Coordinator (see Section IV, Return Procedures). Include a list of all students coded Absent.
- ☐ 18. Make a list of each box's contents (e.g., grade/teacher information) to retain for school records.

System Packing List, Sample



TENNESSEE

PEARSON

END OF COURSE

SPRING 2012

System Packing List

Deliver To: 000010000
SAMPLE COUNTY
123 MAIN ST
CENTER TOWN, TN 12345
SYSTEM TESTING COORDINATOR
Phone: (615) 555-5555

Ship To: 000010000
SAMPLE COUNTY
123 MAIN ST
CENTER TOWN, TN 12345
SYSTEM TESTING COORDINATOR
Phone: (615) 555-5555

PLEASE REVIEW THE SYSTEM PACKING LIST TO VERIFY THE RECEIPT OF MATERIALS LISTED.

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
TN00005096	SYSTEM COORDINATOR KIT, SPRING 2012	Package	1	0	1
TN00004847	AD, EOC ALG I, SPR12, PKG 5	1 Pack of 5	5	0	1
TN00004846	AD, EOC ALG I, SPR12, PKG 10	2 Pack of 10	20	0	1
TN00004852	AD, EOC ALG II, SPR12, PKG-5	1 Pack of 5	5	0	1
TN00004851	AD, EOC ALG II, SPR12, PKG 10	1 Pack of 10	10	0	1
TN00004857	AD, EOC BIO I, SPR12, PKG 5	1 Pack of 5	5	0	1
TN00004856	AD, EOC BIO I, SPR12, PKG 10	1 Pack of 10	10	0	1
TN00004861	AD, EOC ENG I, SPR12, PKG-5	1 Pack of 5	5	0	1
TN00004860	AD, EOC ENG I, SPR12, PKG 10	2 Pack of 10	20	0	1
TN00005099	TB, EOC ALG I, SPR12, PKG 5 SECURE	1 Pack of 5	5	0	1
TN00005118	TB, EOC, ALG I, ELSA SPR12, PKG 5 SECURE	1 Pack of 5	2	0	1
TN00005102	TB, EOC ALG II, SPR12, PKG 5 SECURE	2 Pack of 5	10	0	1
TN00005105	TB, EOC BIO I, SPR12, PKG 5 SECURE	1 Pack of 5	5	0	1

For Internal Use Only				12-MAY-04 02:00
Pick Batch: 203242	Delivery: 976452	Order/Line: 863190/1	Sequence: 00001	Page 1 of 1

School Packing List, Sample



TENNESSEE

PEARSON

END OF COURSE

SPRING 2012

School Packing List

Deliver To: 000010002
SAMPLE HIGH SCHOOL

Ship To: 000010000
SAMPLE COUNTY
123 MAIN ST
CENTER TOWN, TN 12345
SYSTEM TESTING COORDINATOR
Phone: (615) 555-5555

PLEASE REVIEW THE SCHOOL PACKING LIST TO VERIFY THE RECEIPT OF MATERIALS LISTED.

Item	Item Description	Package Details	Total Qty Packed	Qty Back Ordered	Packed in Box Number
TN00005091	SCHOOL COORDINATOR KIT, SPRING, 2012	Package	1	0	6
TN00004849	AD, EOC ALG I, SPR12, PRE-ID SECURE	1 pack of 50	1	0	6
TN00004846	AD, EOC ALG I, SPR12, PKG 10	1 pack of 30	30	0	6
TN00004854	AD, EOC ALG II, SPR12, PRE-ID SECURE	1 pack of 10	10	0	6
TN00004852	AD, EOC ALG II, SPR12, PKG-5	1 pack of 5	5	0	6
TN00004862	AD, EOC ENG I, SPR12, PRE-ID SECURE	1 pack of 50	50	0	6
TN00004860	AD, EOC ENG I, SPR12, PKG 10	1 pack of 10	10	0	6
TN00005099	TB, EOC ALG I, SPR12, PKG 5 SECURE	1 pack of 5	5	0	7
TN00005098	TB, EOC ALG I, SPR12, PKG 25 SECURE	1 pack of 25	25	0	7
TN00004898	READALOUD,EOC ALG I,SP12,V01,PKG-5,SECURE	1 pack of 5	5	0	7
TN00005118	TB, EOC, ALG I, ELSA SPR12, PKG 5 SECURE	1 pack of 5	5	0	7
TN00005102	TB, EOC ALG II, SPR12, PKG 5 SECURE	3 pack of 5	15	0	7
TN00005108	TB, EOC ENG I, SPR12, PKG 5 SECURE	2 pack of 5	10	0	7
TN00005107	TB, EOC ENG I, SPR12, PKG 25 SECURE	2 pack of 25	50	0	7
TN00004985	READALOUD,EOC ENGI,SP12,V14,PKG-5,SECURE	1 pack of 5	5	0	7

For Internal Use Only

Pick Batch: 203242

Delivery: 976452

Order/Line: 863190/1

Sequence: 00001

Page 1 of 1

Security Checklist


System Security Checklist

Starting with the Spring 2012 administration, materials returned by systems will undergo security check-in processes to verify that all test books distributed to schools/systems have been returned by those schools/systems. Should Pearson determine any discrepancies with the materials returned versus the materials initially distributed, Pearson representatives will contact the System Testing Coordinators to report and resolve discrepancies.


As part of this process, each central office and school will receive a security checklist included in the shipment of test books. The security checklist will assist you in tracking where and by whom the secured test books are being distributed for administering the EOC test.

The security checklist packaged in the Central Office Box lists those test books that have been packaged and shipped in the Central Office Box as part of overage. As test books are taken from the overage and distributed to the schools, it should be noted as to where those materials were distributed and who is now responsible for returning those materials.

System Security Checklist, Sample



Tennessee End of Course
 SPRING 2012



System Security Checklist

Deliver To: 000010000
 SAMPLE COUNTY
 123 MAIN STREET
 CENTER TOWN, TN
 SYSTEM TESTING COORDINATOR

Phone: (615) 555-5550
 Fax: (615) 555-5551

Ship To: 000010000
 SAMPLE COUNTY
 123 MAIN STREET
 CENTER TOWN, TN
 SYSTEM TESTING COORDINATOR

Phone: (615) 555-5550
 Fax: (615) 555-5551

The following list contains the security numbers of all your secure test materials. Please complete this form and return the original copy in the first box of your non-scorable materials. You will want to make a photocopy of this document for your records so you can refer to it if an investigation of missing materials takes place.

OVERAGE, TB, US HIST, PKG-5

Security Number(s)	Issued to School/Test Coordinator	Date Issued	Date Returned	Reason Not Returned
003848001	Sample E.S	4/27/12	5/4/12	
003848002				
003848003				
003848004				
003848005				
003848006				
003848007				

School Security Checklist

The school security checklist is packed in the first school box. The school security checklist should be used each day at the start and end of testing to ensure tracking of test books and who has checked out those test materials. Completing the field indicating the student assigned to each test book is optional but could assist you with any investigation after testing.

Each day at the start of testing, the test books should be removed from the secured area and signed out to start testing. At the end of the testing period each day, the test books should be returned to the same area.

School Security Checklist, Sample

TENNESSEE DEPARTMENT OF EDUCATION		Tennessee End of Course		PEARSON	
Spring 2012					
School Security Checklist					
Deliver To: 000010005 SAMPLE HIGH SCHOOL		Ship To: 000010000 SAMPLE COUNTY 123 MAIN ST. CENTER TOWN, TN 12345 SYSTEM TESTING COORDINATOR			
		Phone: (615) 555-5555 Fax: (615) 555-5550			
The following list contains the security numbers for all your secure test materials. Please complete as you distribute the test materials. Return the original copy in the first box of your non-sporable materials. For multiple lines for the same Test Administrator, you may list once at the beginning security number and use ditto marks to the last security number they are receiving. You will want to make a photocopy of this document for your records so you can refer to it if an investigation of missing materials takes place.					
TB, ALG I, EOC, SPG 12, PKG-5					
Security Number(s)	Test Administrator	Student Name (optional)	Received	Returned	Reason Not Returned
002234565					
002234566					
002234567					
002234568					
002234569					
For Internal Use Only Pick/Batch: 203242 Delivery: 976452 Order/Line: 863190/1 Sequence: 00001 Page 1 of 2					

Copies of both the system and school security checklists should be made and retained prior to packaging and returning your test books to Pearson for processing. In the event that you have test books that are still in their shrink-wrap packages, you do not need to open the packages prior to returning them. Return all unused test books with packages unopened.

Pearson will be conducting a security resolution process to determine that all test books have been returned. In the event of missing test books, the Pearson program team will be contacting the System Testing Coordinator to determine resolution.

A final report of security resolution will be provided to the Tennessee Department of Education at the end of processing, and any further action needed will be conducted by their staff.

***CENTRAL OFFICE
DISTRIBUTION LOG***

School # / Name: _____ **Test:** _____

Instructions: *This distribution log is to be duplicated as needed. Using one page per school, record all test materials (test books, answer sheets, manuals) that are sent to each school from the central office extra box. It is extremely important that the record for each school is kept completely and accurately and that each school's record is returned in Box #1 of the Central Office Extra Material box/boxes.*

SUBJECT	# BOOKLETS	# MANUALS	# ANSWER DOCS	BY
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Test Administrator's Checklist

BEFORE TESTING

- ☐ 1. Attend Test Administrator training session.
- ☐ 2. Incorporate the school test schedule into class planning.
- ☐ 3. Announce the test dates to students and parents/guardians and discourage scheduling appointments that would conflict with the testing sessions.
- ☐ 4. Explain the purpose of the test to the students.
- ☐ 5. Review the *Test Administration Manual*.
- ☐ 6. Obtain roster of all students to be assessed and ensure student demographic information is available for answer document coding. On pre-coded answer documents, ensure that the student demographics are correct.
- ☐ 7. Identify students needing Allowable Accommodations, Special Accommodations, English Language Learner (ELL) Accommodations, ELL Excluded, and/or modified format tests (see Section III, Test Accommodations).
- ☐ 8. Identify and make arrangements for students needing scheduled medical assistance to receive care that will allow them to participate uninterrupted throughout the testing session.
- ☐ 9. Familiarize students with appropriate methods for marking responses on this type of test.
- ☐ 10. Execute practice activities, if available (e.g., distribute and administer practice activities to students). **Do not return practice materials** to Pearson.
- ☐ 11. Prepare the test setting.
 - A) conceal or remove all instructional or reference materials, including maps, posters, student samples, bulletin board items, and study aids (e.g., graphic organizers, models, or number lines that relate to subject content)
 - B) arrange the test setting to ensure students work without any assistance from others
- ☐ 12. Ensure appropriate testing materials are available for each test session.
 - A) No. 2 pencils with erasers
 - B) watch or clock
 - C) test documents—confirm appropriate content area
 - D) answer documents—confirm appropriate content area
 - E) materials required for student accommodations or modified format tests
 - F) *Test Administration Manual*
 - G) State assessment forms:
 - (1) Group Information Sheet (GIS)
 - (2) Inactive Test Material (ITM)
 - H) blank scratch paper ONLY for Algebra I and Algebra II—graph paper CANNOT be used
 - I) appropriate calculators (as permitted)
- ☐ 13. **Do not read test items or passages** before, during, or after testing, unless indicated in test instructions or accommodations (State Test Security Guidelines).
- ☐ 14. If reading is required due to instructions or accommodations, do not discuss test contents with anyone.

DURING TESTING

- ☐ 1. Post a "DO NOT DISTURB" sign at the entrance of the testing site.
- ☐ 2. Turn off all electronic communication devices (e.g., cell phones, pagers, PDAs).
- ☐ 3. Provide a clean testing space for each student and remove all extraneous items (e.g., food, beverages, candy, backpacks, purses, textbooks, notebooks, etc).
- ☐ 4. Confirm each student has appropriate materials for each test session.
 - A) No. 2 pencils
 - B) blank scratch paper (if permitted)
 - C) other allowable materials
- ☐ 5. Implement a smooth method for distributing and collecting test materials.
 - A) ensure only authorized adults handle materials
 - B) count to confirm quantities of assessment materials received, distributed, collected, and returned
 - C) verify test documents are appropriate content area for students being assessed
 - D) review plan for distribution and collection of test materials with students
 - E) instruct students to sign any scratch paper
- ☐ 6. Ensure students' names are written on the test booklets.
 - A) instruct students to mark the test version found on the front of the test booklet in the appropriate area on the student demographic part of the answer document
 - B) confirm the version marked on each student answer document corresponds to the version on the test booklet
- ☐ 7. Instruct students on appropriate methods for marking responses.
 - A) fill the circle completely with a solid, dark mark
 - B) make no stray marks
 - C) erase changes completely
 - D) discourage students from marking responses randomly
 - E) avoid marking more than one response per item as this will negatively affect the student's score
- ☐ 8. Ensure that students receive the correct pre-ID answer document.
 - A) instruct students to verify that his/her answer document has his/her name on it
 - B) explain to students that they are not to bubble any demographic information in the pre-ID fields
- ☐ 9. Complete student demographic information for students who did not receive a pre-coded answer document (see Section II, Student Accountability Demographic Information).
- ☐ 10. Ensure students understand directions for taking the test (see Section II, Test Directions).
 - A) encourage students to attempt all items
 - B) assist students with mechanical acts, such as finding the correct place to begin the test
 - C) make sure students respond to the test without help from anyone
 - D) do not provide assistance that could indicate an answer
- ☐ 11. Administer the test, adhering to test directions.
- ☐ 12. Use the roster of students to denote absentees from testing.
- ☐ 13. Remain with the students and be observant and nondisruptive throughout the test session.
- ☐ 14. Manage test disruptions to ensure the validity of test results.
 - A) students who **must** temporarily leave during the test session **must not** have access to reference materials
 - B) document beginning and ending of any disruption or temporary absence and ensure adequate testing time for affected student(s)
 - C) document incidents on RI, as appropriate

AFTER TESTING

- ☐ 1. Notify Building Testing Coordinator immediately of any suspected testing security concerns.
- ☐ 2. Verify each student is the person named on the answer document.
- ☐ 3. Collect all answer documents after every test session.
 - A) count to confirm all answer documents are collected
 - B) **INCLUDE FOR SCANNING THE ANSWER DOCUMENT FOR ANY STUDENT REQUIRED TO TEST WHO REFUSES TO TEST; DO NOT CODE REFUSALS AS ABSENT.**
Complete an RI, following instructions (see Section IV, Post-Test Procedures)
 - C) ensure student demographics are filled out completely
 - D) erase the "ABSENT" bubble if a student makes up a test
 - E) remove any tape, sticky notes, staples, paper clips, etc.
 - F) notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
 - G) complete a separate ITM form for each content area AND a separate one for each incident type, sign, and place with the affected document(s); include incorrectly completed answer documents—do NOT erase, write "Void," or make any other comments on the answer documents
 - H) place ITM materials together
- ☐ 4. Collect all test materials after every test session.
 - A) examine test booklets to ensure no used answer documents have been left in error
 - B) count to confirm all materials have been collected
 - C) remove any tape, sticky notes, staples, paper clips, etc.
 - D) ensure all scratch paper has been signed and collected
 - E) examine scratch paper for any inappropriate information and complete an RI if needed
 - F) identify test booklets to be included under ITM (see Section IV, Inactive Test Material [ITM])
 - G) complete an ITM form only if there are materials to accompany the ITM form; sign and place with the affected material
 - H) place ITM materials together
 - I) when completing an ITM, if the box choices provided do not cover the situation, describe circumstances if needed
 - J) when "wrong test" box is checked on ITM, identify correct test to have been administered or stipulate that test need not have been taken
- ☐ 5. Transcribe any responses from Braille or Large Print answer documents to regular answer documents in a secure setting per instructions (see Section III, Allowable Accommodations).
- ☐ 6. Compile a list of absent students, noting tests missed, and give to the Building Testing Coordinator at the completion of the test administration.
- ☐ 7. Complete the GIS according to instructions, per school procedures (see Section IV, Group Information Sheet [GIS]).
- ☐ 8. Complete and handle all appropriate State assessment forms according to school procedures (see Section IV, Post-Test Procedures).

Note: Do not write comments on answer documents.

 - A) RI completed online (enter RIs or indicate NO RIs)
 - B) Breach of Testing Security Report as needed
 - C) Medical Exemption Request as needed
- ☐ 9. Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.
 - A) scratch paper
 - B) list of absentees
 - C) completed GIS, per school instructions
 - D) used answer documents (answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side)
 - E) modified format tests and transcribed answer documents

- F) ITM form and related materials
- G) other used and unused test materials
 - (1) used test booklets, including those marked with student names and/or stray marks
 - (2) unused answer documents and test booklets
- H) ancillary materials
- I) materials with manufacturing defects (notify the Building Testing Coordinator)

Note: *EVERY USED ANSWER DOCUMENT MUST BE RETURNED WITH MATERIALS FOR SCANNING. Place those to be scanned with the appropriate GIS for processing. Unused pre-ID documents must be returned under the Unused Pre-ID Header.*

FORM H

End of Course Assessment

English II



Student Accountability Demographic Information

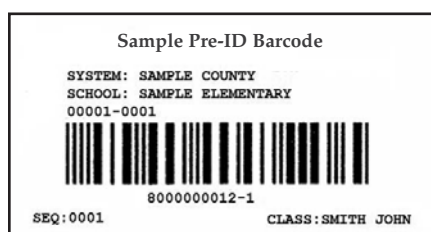
Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing, and may have a negative impact on final print reports. Fill in only one circle in each column.

In order to assist test delivery and increase the accuracy of reported data, the Department of Education has implemented a process to collect student information and pre-code the answer documents. Pre-ID is available to public schools only.

You must make sure that each student receives the correct pre-ID answer document! Failure to do so may result in students receiving incorrect scores and reports.

Student demographic data will be bubbled for pre-ID answer documents. **DO NOT MAKE CHANGES TO THESE DATA ON THE ANSWER DOCUMENT.**

Pre-ID answer documents will also have a pre-ID barcode label printed in the bottom right corner. Barcodes are used for scanning purposes only.



For pre-ID answer documents, bubble any data fields that have not been pre-bubbled (Test Version, Membership Data, Code A or B, Absentee Status, Other Programs, Title I, ESL Services, Special Education, Modified Format Test, Special Accommodations).

If a student does not have a pre-ID answer document, a blank answer document must be used with all necessary demographic information bubbled.

Follow the coding instructions for any blank answer documents that need to be bubbled or any data fields being collected on the answer document.

- ☐ Ensure student demographic information is properly marked.
 - ☐ use No. 2 pencil to make dark, solid marks that fill the circle completely
 - ☐ make no stray marks
 - ☐ marking more than one circle in each column will invalidate the coding
 - ☐ erase changes completely

CODING INSTRUCTIONS

- ☐ **Do not bubble for any field already filled in on pre-ID answer documents.**

1. **NAME:** Print the student's full legal name (LAST, FIRST, and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter.
2. **ETHNIC ORIGIN:** Fill in the circle that best represents the student's ethnic origin.
3. **BIRTH DATE:** Print date of birth information at the top of each column, then fill in the appropriate circles in each column for the month, day, and year of birth. If day is a single-digit number, precede it with a zero (0).
4. **UNIQUE STUDENT IDENTIFICATION NUMBER:** The student's Unique Identification Number, generated by EIS (State ID), must be printed in the boxes and the corresponding circles filled in below each number. If the number has fewer than nine digits, please pre-fill the empty bubbles, using leading zeros. Do not code with "999-99-9999." If a USID is not available, an Alternative ID number may be used. **Social Security Numbers may not be used.**

Alternative Identification Numbers for Public School Students

Use the following format to create an Alternative ID number:

9 + 3-digit system # + 00001 to 99999 (Ex.: 9 _ _ _ 00001)

Alternative Identification Numbers for Home School Students

Use the following format to create an Alternative ID number for a Home School student:

3-digit system # + 981 + 001 to 999 (Ex.: _ _ _ 981001)

Alternative Identification Numbers for Non-Public School Students

Non-public schools may no longer record Social Security Numbers (SSNs) in the *Unique Student ID* (USID) field of an answer document. Because non-public students do not have EIS-generated USIDs, an Alternative Identification Number must be used. Use the following format to create an Alternative ID number:

9 + 5-digit RANDA processing # + 001 to 999 (Ex.: 9 _ _ _ _ 001)

5. **TEST VERSION:** Fill in the corresponding circle for the version of the test booklet used by **each** student.
6. **TEACHER, SYSTEM, AND SCHOOL:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name. Out-of-System students will require a separate GIS and SGL; school code for out-of-system is "9999." The teacher's name **must be written EXACTLY** as it appears on the GIS. If the student is a repeater or is not enrolled in the course, use the name of a certified licensed teacher or administrator.
7. **REQUIRED—TESTING STATUS:** Fill in the appropriate circle(s) for the student's testing status.
 - ☐ First Time Taker—Enrolled in course first time
 - ☐ Repeat Taker—Re-enrolled or repeating a course
8. **DIPLOMA REQUIREMENT:** Bubble "Yes" if this assessment will be used to satisfy the student's Gateway diploma requirement.
9. **REQUIRED—INSTRUCTIONAL AVAILABILITY/CLASS ATTENDANCE:** Fill in only one of the corresponding circles based upon the student's anticipated availability for instruction/enrollment/attendance; this is not an indication of the number of days present when the test is taken.
 For Traditional Schedules, select from among the following:
 - ☐ 150 days or more
 - ☐ 75–149 days
 - ☐ 74 days or fewer
 For Modified Schedules, select from among the following:
 - ☐ 75 days or more
 - ☐ 38–74 days
 - ☐ 37 days or fewer
10. **GENDER:** Fill in the appropriate circle.
11. **REQUIRED—MEMBERSHIP:** Fill in the circle corresponding to the student's enrollment. These data are issued for AYP Accountability.
 - (1) The student has been continuously enrolled in this school at some point in the 1st reporting period.
 - (2) The student has **NOT** been continuously enrolled in this school but **HAS BEEN** enrolled in this school district at some point in the 1st reporting period.
 - (3) The student has **NOT** been continuously enrolled in this school district but **HAS BEEN** enrolled in a Tennessee school district at some point in the 1st reporting period.
 - (4) The student has **NOT** been continuously enrolled in a Tennessee public school district at some point in the 1st reporting period.

Note: Home School and Private School students should be coded in this area.
12. **GRADE:** Fill in the circle corresponding to the student's grade level. **Note:** Pre-7 students are students in grades prior to 7th grade. Post-12 students are students not in a traditional school setting.

13. **CODE A/B: (All schools must complete this information.)** Fill in the corresponding circle for **each** child in **every** school.

- ☐ Code A: ELIGIBLE for free or reduced price lunch
☐ Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories, including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

14. **ABSENTEE STATUS:** Fill in the corresponding circle if the student is absent. Do not complete an answer document for students not enrolled who plan to take the test but do not do so.
- ☐ "Absent" should be marked only for students who are currently enrolled in the course but are not present to take the test on the initial administration day or make-up day(s). It should NOT be marked for students who are present but refuse to test or who leave during the test administration without completing the test. If the student makes up the test, erase this bubble completely.
- ☐ "Absent" should be marked for any student for whom a Medical Exemption is being requested.

Verify student demographic information is correctly coded on the answer document to ensure accurate reporting for AYP Accountability.

15. **504 SERVICE PLAN:** Fill in the corresponding circle if the student has a 504 Service Plan.
16. **GIFTED:** Fill in the corresponding circle if the student qualifies as Gifted. Do not include in special education unless the student is receiving some other special education services.
17. **FUNCTIONALLY DELAYED:** Fill in the corresponding circle if the student is identified as Functionally Delayed. In the *Special Accommodations* section, bubble any Special Accommodations used with Functionally Delayed students. Functionally Delayed students are **NOT** counted as Special Education for AYP.
18. **MIGRANT:** Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.
19. **HOME SCHOOL:** Certain categories of Home School students at given grade levels must be assessed (See Testing Home School Students, page 29.)
20. **ELL EXCLUDED:** Fill in this circle for students who are enrolled in **English II** and taking the assessment. All the content area scores for these students are excluded from calculations for AYP Accountability based on ELL Exclusion guidelines (See Section III, Test Accommodations).
21. **ELL (ENGLISH LANGUAGE LEARNER):** Fill in the corresponding circle if the student qualifies as an ELL (see Section III, English Language Learner [ELL] Accommodations and Exclusions). NOTE: Not all ELL students are ELL Excluded. See Section III, Test Accommodations, for guidelines.

T1/T2: Fill in the corresponding circle if the student qualifies as a transitional ELL student. Transitional ELL students are non-English language background students who were classified as ELL based on the ELDA (English Language Development Assessment) and have scored fluent English proficient or above on all subtests on the ELDA. Students are classified as Transitional 1 (T1) the first year after scoring proficient and as Transitional 2 (T2) for the second year. T1 and T2 students are now eligible for ELL accommodations and are now eligible to take ELSA Algebra I and ELSA English II. Only eligible ELL students enrolled in Algebra I or English II may be administered the corresponding ELSA Algebra I or ELSA English II EOC assessment.

22. **ELL ACCOMMODATIONS:** (according to State criteria) Fill in the circle corresponding to the accommodation used (see Section III, English Language Learner [ELL] Accommodations and Exclusions).
 - ☐ R bilingual dictionary
 - ☐ S read aloud internal **test instructions verbatim**
 - ☐ T read aloud internal **test items verbatim**
23. **MODIFIED FORMAT TEST:** Fill in the circle corresponding to the modified format used (see Section III, 2011–2012 TCAP Special Accommodations).

Note: Incorrectly or inappropriately completing these circles may affect the student’s score.

 - ☐ Braille
 - ☐ Large Print
 - ☐ ELSA (T1 and T2 students are now eligible for ELL accommodations and are now eligible to take ELSA Algebra I and ELSA English II.)
24. **STATE USE ONLY:** Testing of Homebound students should be addressed in each student’s education plan. Allowable Accommodations may be used. Special Accommodations may be used if students meet required conditions. Special attention should be given to test security. Students must be tested during the system-designated testing dates. An answer document **MUST** be completed and scanned for ALL Homebound students enrolled in End of Course classes. Homebound students’ assessments will be processed under his/her school and teacher. See Section IV, Post-Test Procedures.
 - ☐ Bubble “B1” for Homebound students. Testing of Homebound students should be addressed in each student’s education plan. Allowable Accommodations may be used. Special Accommodations may be used if students meet required conditions. Special attention should be given to test security. Students must be tested during the system-designated testing dates. An answer document **MUST** be completed and scanned for ALL Homebound students enrolled in End of Course classes. Each Homebound student’s assessment will be processed under his/her school and teacher.
 - ☐ Bubble “C1” for students currently enrolled in a CTE (Career Technical Education) course.
25. **TITLE I: (Only schools receiving Title I funds complete this information.)**
 - ☐ SWP—Schoolwide Program: Fill in the corresponding circle for **each** student in the Title I schoolwide project school.
 - ☐ TAS—Targeted Assisted School: Fill in the corresponding circle for **each** student in the Title I targeted assisted school.
26. **SPECIAL EDUCATION:** Fill in the circle corresponding with the appropriate number of hours for each student receiving special education services.
 - ☐ Special Education Services (less than 4 hours per week)
 - ☐ Special Education Services (4 through 22 hours per week)
 - ☐ Special Education Services (23 or more hours per week)
27. **SPECIAL ACCOMMODATIONS:** (according to State criteria) Fill in the circle corresponding to the accommodation used (see Section III, 2011–2012 TCAP Special Accommodations)
 - ☐ B Read Aloud Internal Test Instructions/Items
 - ☐ C Prompting Upon Request
 - ☐ D Interpreter Signs/Cues Test
 - ☐ E Manipulatives
 - ☐ F Assistive Technology
 - ☐ G Calculator
 - ☐ I Unique Accommodation

Testing Home School, Homebound, and Alternative School Students

Testing Home School Students

Certain categories of Home School students at given grade levels must be assessed.

Independent

Independent Home Schools are conducted by a parent-teacher who has registered with the local school system.

T.C.A.49-6-3050(b)(5)(A)

Administration by the commissioner of education, or the commissioner's designee, or by a professional testing service which is approved by the LEA, to home school students of the same state board-approved secure standardized tests required of public school students in grades five (5), seven (7), and nine (9); however, the test for grade nine (9) shall not be the high school proficiency test required by § 49-6-6001;

(B)(i) Tests administered by the commissioner or the commissioner's designee shall be at the same time tests are administered to public school students, and shall be administered in the public school which the home school student would otherwise be attending, or at whatever location students at such school are tested. Tests administered by the commissioner or the commissioner's designee, shall be administered without charge. The parent-teacher may be present when the home school student is tested in grade five (5). Both parent-teacher and home school student shall be under the supervision of the test administrator.

Church Related

Church-related Home Schools are conducted by a parent-teacher who is associated with an organization that conducts church-related schools, as defined by § 49-50-801. Students registered with a church-related school in grades Kindergarten through eight (K-8) will take the standardized test, if it is administered, at the church-related school. Tests will be given to Home School students at the time that the church-related school tests their regular day school students.

T.C.A.49-6-3050(a)(2)(C)(ii)

Any parent conducting a home school for children in grades nine through twelve (9-12) under this subdivision (a)(2) must adhere to the same program of the Sanders Model of value-added assessment, or other standardized achievement testing in use in the LEA which the child would otherwise attend. If the child fails, for two (2) consecutive years, to meet or surpass the average level of achievement in the Sanders Model of value-added assessment or other standardized achievement testing in use in the LEA, the child shall be enrolled in the appropriate grade level of the LEA or private or church-related school.

Before the Testing Dates

Parents of Home School students required to test are notified of the date, time, and place of the test administration(s) and are instructed to contact the system Home School Coordinator or System Testing Coordinator.

Parents of Home School students must provide transportation to and from the test site.

Home School Test Materials

1. On the **answer document**, the **SCHOOL NAME** will be the name of your system, and the **SYSTEM NAME** will be Home School.

- Complete a **separate Group Information Sheet (GIS)** for each student tested. Pre-coded Home School GISs will be included with your system materials. If additional headers are needed, please refer to the pre-coded document as a guide.

CODING INSTRUCTIONS

- Write **HOME SCHOOL** in the box for System Name.
 - Code 00981 for the Home School system number.
 - Code **YOUR SYSTEM NUMBER**, omitting the first zero (e.g., 0470 for Knox County) for the **SCHOOL NUMBER**.
 - Fill in **YOUR SYSTEM NAME** for the School Name.
 - Bubble the assessment type, Gateway or End of Course.
 - Write the name of the test in the box labeled "Content Area" (e.g., Algebra I or U.S. History).
 - Fill in **TEACHER'S LAST NAME** spaces with HOME and the **TEACHER'S FIRST NAME** spaces with student's last name.
 - Fill in **LICENSE NUMBER** spaces with the student's **UNIQUE STUDENT IDENTIFICATION NUMBER**.
 - Bubble **CLASS PERIOD** "Other."
 - Bubble **NUMBER STUDENTS TESTED**.
 - Bubble **NUMBER STUDENTS ABSENT**.
 - Bubble **NUMBER ANSWER DOCUMENTS RETURNED**.
- List all Home School students on a single School/Group List (SGL) per content area. Make sure the **TEACHER NAME** is exactly the same on the SGL and the GIS. Fill in the Content Area in the space provided at the top of the SGL.
 - Organize ALL Home School GISs and answer documents by content area and return them to the System Testing Coordinator.
 - The System Testing Coordinator should place the Home School GIS and answer documents in a separate envelope labeled "Home School." The Home School envelope (not provided) should be placed in the white boxes with other answer documents.

Testing Homebound Students

Testing of Homebound students should be addressed in each student's educational plan. Allowable Accommodations may be used. Special Accommodations may be used if the student meets the required conditions.

- Special attention should be given to test security.
- The Homebound student must be tested during the system's designated testing dates.
- The Homebound student should be coded at his/her school of record/enrollment.
- The completed answer document should be placed under a Group Information Sheet (GIS) for his/her teacher of record/enrollment.
- On the answer document, bubble "B1" in the *State Use Only* box.

Testing Alternative School Students

The performance data of a student remanded to an alternative school must be sent to the school of record (remanding school). Consequently, a student enrolled in an alternative school must be coded at his or her school of record. Write the school of record in the *School Name* section of the student's answer document.

Mathematics Calculator Use and Other Testing Aids

Graph paper CANNOT be used during Algebra I and Algebra II testing. Only blank scratch paper is permissible.

Students may use a calculator on the Algebra I and Algebra II EOC tests, per system policy. The student is responsible for bringing an acceptable calculator to the testing session. Sharing calculators during testing is not permitted. The Test Administrator is responsible for ensuring students do not use calculator memory to store test information. Non-factory applications and programs must be disabled or removed from the calculator before the test administration. **During state-mandated testing**, calculators **must** be used with the original factory default settings.

The following types of calculators/devices may **NOT** be used during the test:

- pocket organizers
- electronic writing pads or input devices
- Some examples of prohibited calculators are:
 - Casio models: CFX-9970G, Algebra FX 2.0
 - Hewlett-Packard models: HP-40G, HP-49G
 - Texas Instruments models: TI-89, TI-92, Voyage 200, TI-NSPIRE — the Computer Algebra System (CAS) version (The non-CAS version of TI-NSPIRE is allowable.)
- calculators that can communicate (transfer data or information) wirelessly with other student calculators/devices
- cell phones, PSPs, and/or iPods

Students may use any four-function, scientific, or graphing calculator that does not have any of the above features. The use of devices that have CAS is NOT allowed. The Test Administrator should verify that calculators used by the students do not have prohibited functions.

Mathematics Reference Pages

Mathematics Reference Pages are located inside the front covers of the Algebra I and Algebra II test booklets. Students may use these pages during the testing session. The Test Administrator should inform students these pages are available for their use.

Reference pages can be located at
http://www.state.tn.us/education/assessment/tools_resources.shtml.

Mathematics Square Root Chart

A square root chart is no longer included in the Mathematics Reference Page. The chart is now available online and may be printed for student use prior to testing. The chart is only necessary if students will not have access to a calculator with a square root key during testing.

The square root chart can be located at
http://www.state.tn.us/education/assessment/tools_resources.shtml.

Test Directions

(Algebra I, Algebra II, Biology I, English I, English II, English III, and U.S. History)

Make sure each student has the correct test booklet, corresponding answer document, and a pencil. The test booklet and answer document should be the same color. Read the bold statements beside the word “Say” verbatim to the students. This is to be read after student demographics have been completed (see pages 25–28, Student Accountability Demographic Information).

Say **Look at the front of the test booklet. Write your first and last name in the blank at the top of the cover of the test booklet. Print the school name, the name of the teacher you had for this subject, and the school system name in the blanks provided.**

Make sure the students complete this information.

Say **At the bottom of the front cover of the test booklet is the Version number. Make sure the same number is filled in on the front of your answer document in the section labeled “TEST VERSION.”**

Make sure the students complete this information.

Say **Read the directions on the back of the answer document. Here are some important points to remember as you take the test. Read each question carefully. Fill in the circle on the answer document that matches the answer you choose for each question. Fill in the circle completely with heavy and dark marks. If you want to change an answer, completely erase the mark and fill in the circle of your new answer choice. Remember to read all the directions carefully. You should attempt every item on the test.**

NOTE: Test Administrator, inform students of Mathematics Reference Page(s) (Algebra I and Algebra II only).

Say **When you come to the word *STOP*, you have finished the test. When you have finished, you may check your answers. Then sit quietly until everyone has finished.**

Are there any questions?

Answer any questions the students have about the directions on taking the test.

Say **On the back of the answer document, find Number 1. Be sure to begin marking your answers here. Open your test booklet to page 1. You may begin.**

All AYP EOC and EOC tests are untimed.

When all students have completed the test,

Say **This is the end of the test. Put down your pencil and close the booklet. Sit quietly while the test materials are collected.**

Collect all test materials.

IMPORTANT: As you collect the test materials, make sure the correct Version is marked on the answer document.

Make-up Testing

Plans should be made to allow all students to make up any tests not attempted during the regular test session. EOC English I, English III, U.S. History, and Algebra II make-ups should be administered within four school days of the initial test date. AYP EOC Assessment (Algebra I, Biology I, and English II) should be made up on the assigned make-up day.

BEFORE TESTING

1. Plan a school make-up testing schedule to complete make-up testing as soon as possible within the testing window.
2. Identify and contact students who need to make up a test(s).
3. Schedule students listed on the Absentee List to make up a test(s).
4. Gather materials needed to administer the test, e.g., test booklet, answer document, *Test Administration Manual*.

DURING TESTING

1. Establish a quiet, secure place for the administration of the make-up tests.
2. Code or help students code the Student Accountability Demographic Data on the answer documents, according to instructions in this manual.
3. Administer the test, adhering to test directions.

AFTER TESTING

1. Utilize the Test Administrator's Checklist for instructions on handling testing material procedures, as applicable.
2. Coordinate with the Building Testing Coordinator for appropriate placement of the make-up test materials within other used answer documents and materials.
 - A) ensure all absent students **who were unable to take a make-up test** have a completed answer document with the ABSENT circle darkened under the appropriate Group Information Sheet (GIS) in the stacks of completed answer documents;
 - B) ensure that the ABSENT circle has been completely erased for all students **who have taken a make-up test** and that the answer document containing their responses is under the appropriate GIS;
 - C) if students **who have taken a make-up test used a new answer document** and also have an answer document with the ABSENT circle darkened in the stacks of answer documents, remove the answer document that **does not contain responses** and place it under an Inactive Test Material (ITM) form with the appropriate incident type checked—be sure that no student has **two answer documents to be scanned and scored**.

SECTION III: TEST ACCOMMODATIONS

2011–2012 TCAP Allowable Accommodations

TCAP Allowable Accommodations Chart 2011–2012				
Use of Allowable Accommodations is based on individual student need and may be used by any student as necessary. This chart indicates Allowable Accommodations available for each TCAP assessment. Students may use multiple Allowable Accommodations.				
Test Accommodation	Achievement/MAAS/ELSA Grades 3–8	End-of-Course (EOC)/ELSA	Gateway	Writing
Braille or Large Print	Allowed	Allowed	Allowed	Allowed
Sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Re-read/sign Oral Instructions Verbatim	Allowed	Allowed	Allowed	Allowed
Calculator/Mathematics Tables	Math Only Multiplication, Division, Subtraction, Addition Tables See <i>Test Administration Manual</i> for Calculator Policy	Algebra I Algebra II Only Multiplication, Division, Subtraction, Addition, Square Root Table See <i>Test Administration Manual</i> for Calculator Policy	Gateway Mathematics Only Multiplication, Division, Subtraction, Addition, Square Root Table See <i>Test Administration Manual</i> for Calculator Policy	Not Applicable — no calculations
Flexible Setting (Individual, Small Group, Designated Part of Room, Study Carrel, Other Classroom, Homebound/Out of School)	Allowed	Allowed	Allowed	Allowed
Visual/Tactile Aids (Magnification Equipment, Templates, Masks, Pointers)	Allowed	Allowed	Allowed	Allowed
Auditory Aids (Amplification, Noise Buffer)	Allowed	Allowed	Allowed	Allowed
Multiple Testing Sessions (within school day)	Allowed	Allowed	Allowed	Allowed
Flexible Scheduling (Flexible Time of Day)	Allowed	Allowed	Allowed	Allowed
Scribe/Recording Answers	Allowed	Allowed	Allowed	Special Accommodation Only
Student Answers in Test Booklet				Not Applicable
Student Answers on Separate Sheet of Paper				Special Accommodation Only
Answers Recorded by Scribe	Allowed	Allowed	Allowed	Special Accommodation Only
Marking in Test Booklet				Not Applicable
Student Reads Aloud to Self	Allowed	Allowed	Allowed	Allowed

For questions regarding Special Education Assessments, contact the Office of Assessment Logistics at tned.assessment@tn.gov.

Allowable Accommodations

(For use by *any* student—General Education, Special Education, and ELL—as appropriate.)

Any departure from standardized test procedures can potentially invalidate the test results. **The test validity is seriously threatened by accommodations that change the nature of the task being tested.**

Use of Allowable Accommodations should be based on **individual** student need. Allowable Accommodations **do not** apply to an entire general education classroom but may be appropriate for a few students within a class. As with any accommodation, Allowable Accommodations must be used consistently by the student throughout curricular instruction during the school year. Many of the Allowable Accommodations require planning by school personnel prior to the TCAP test administration. The teacher must discuss the accommodation with the student prior to testing. More information about Allowable Accommodations is available at <http://tennessee.gov/education/assessment/accommodations.shtml>.

TCAP Allowable Accommodations are specifically defined as follows:

BRaille TESTS: Braille versions are available for all of the End of Course (EOC) Tests.

1. Students may mark responses directly in the test booklet.
2. Complete the student identification label on the back cover of the test booklet.
3. Special Accommodations may be used only if indicated on the student's IEP. See Section III, 2011–2012 TCAP Special Accommodations, for additional information.
4. Complete the student demographic information on the student's answer document. Ensure that the circles for Braille and any accommodations used have been filled in.
5. Carefully transcribe answers verbatim from the Braille test booklet to the corresponding student answer document.
6. Place the transcribed answer document under the appropriate GIS for the student's teacher and return with the scorable test materials. Braille tests must have a separate GIS.
7. The Braille test booklet should be returned to Pearson with the non-scorable test materials.

LARGE PRINT TESTS: Large Print versions are available for all of the End of Course (EOC) Tests.

1. Students may mark responses directly in the test booklet.
2. Complete the student identification label on the back cover of the test booklet.
3. Special Accommodations may be used only if indicated on the student's IEP. See Section III, 2011–2012 TCAP Special Accommodations, for additional information.
4. Complete the student demographic information on the student's answer document. Ensure that the circles for Large Print and any accommodations used have been filled in.
5. Carefully transcribe answers verbatim from the Large Print test booklet to the corresponding student answer document.
6. Place the transcribed answer document under the appropriate GIS for the student's teacher and return with the scorable test materials. Large Print tests must have a separate GIS.
7. The Large Print test booklet should be returned to Pearson with the non-scorable test materials.

SIGNING INSTRUCTIONS: Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. The interpreter must not fingerspell words that have a commonly used sign. Test instructions may not be clarified in any manner.

REPEATING INSTRUCTIONS: Directions normally read aloud or signed to students may be re-read/signed verbatim as needed.

CALCULATORS/MATHEMATICS TABLES: Calculators and/or mathematics tables **may** be used only on the Algebra I and Algebra II EOC assessments. Mathematics tables are defined as the following: Addition, Subtraction, Multiplication, Division, and a Square Root Table. For additional information concerning appropriate calculator use, see Mathematics Calculator Use policy.

FLEXIBLE SETTING: Students may take TCAP assessments in an individual or small group setting, seated in a designated area of the room, in a study carrel or in another classroom setting (e.g., library). Homebound students may take the test at home or another approved location with appropriate documentation. Prior arrangements must be made with the Building Testing Coordinator as needed.

Note: Recommended size for small group setting is two to five (2–5) students. Small group setting should NOT exceed ten (10) students.

VISUAL/TACTILE AIDS: Aids may include magnification equipment, use of templates and masks to reduce the amount of visible print on a page, and pointers.

AUDITORY AIDS: Auditory aids include amplification devices and devices that are used as noise buffers. This includes white-noise machines.

MULTIPLE TESTING SESSIONS (within same school day): An EOC assessment may be administered in smaller segments given that the assessment is completed within the same school day. All EOC assessments are untimed. Breaks taken by the student during the testing period must be closely supervised.

Prior arrangements must be made with the Building Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator.

FLEXIBLE SCHEDULING: An EOC assessment may be administered at a different time of day than the recommended assessment schedule for individual students who may perform better (e.g., medication schedule, behavioral issues) during a specific period of the day. Each EOC assessment given must be completed within the same school day.

Prior arrangements must be made with the Building Testing Coordinator. Questions about appropriate use of this accommodation should be directed to the System Testing Coordinator. All testing must be completed within the system's testing window.

SCRIBE/RECORDING ANSWERS: Students who cannot mark their own answer documents may use an impartial Scribe. A Scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet. If a student marks answers in the test booklet, ensure that the student's name, unique student ID, system name, school name, teacher name, transcribed by, and date are written on the front cover of the test booklet. The student's answers must be transcribed to the corresponding student's answer document and placed with the documents to be scored under the appropriate Group Information Sheet (GIS). All transcribed answer documents must travel with the test books from which student answers have been transcribed.

MARKING IN TEST BOOKLET: Students taking TCAP assessments may mark in test booklets. This includes highlighting or underlining words or phrases. Careful attention must be given to ensure that students record all responses on their answer documents.

STUDENT READS ALOUD TO SELF: The student may read aloud the test being administered to him/her in an individual setting.

2011–2012 TCAP Special Accommodations

TCAP Special Accommodations Chart 2011–2012 All Special Accommodations <u>must</u> be documented on the IEP or 504 Service Plan and used consistently in the classroom. Refer to TCAP Test Administration Manuals and TCAP Accommodations Instructions for test administration instructions. Students may use multiple accommodations.				
Test Accommodation	Achievement/MAAS/ELSA Grades 3-8	Gateway	End of Course (EOC)/ELSA	Writing
A. Extended Time	-Extended time limits determined by IEP team or 504 committee	-Not Applicable-Untimed	-Not Applicable-Untimed	-Extended time limits determined by IEP team or 504 committee
B. Read Aloud Internal Test Instructions/Items	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-Not applicable-Prompt is routinely read aloud
C. Prompting Upon Request	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-504 Service Plan-May not be used for ELA content area -IEP-May be used for all content areas, including ELA	-Not applicable-Prompt is routinely read aloud
D. Interpreter Signs/Cues Test	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas	-As indicated on IEP with verified Hearing Impairment/Deafness. May be used for all content areas
E. Manipulatives	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-IEP or 504 service plan goal in mathematics where manipulatives are consistently used	-Not applicable
F. Assistive Technology	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success	-IEP or 504 service plan goal where technology is consistently used throughout educational program -Technology used is necessary for post-school success
G. Calculator	-As indicated on IEP or 504 service plan for use in the content area of Science <small>*Calculator use in the content area of Math is an Allowable Accommodation for all students and is not coded on Student Demographic Sheet or indicated in IEP or 504 service plan as a Special Accommodation</small>	-See Allowable Accommodation Chart for appropriate calculator use	-See Allowable Accommodation Chart for appropriate calculator use	-Not applicable
H. Scribe	-Allowable Accommodation	-Allowable Accommodation	-Allowable Accommodation	-As indicated on IEP or 504 service plan where used consistently in educational program or due to short term physical disability to write
I. Unique Accommodation	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations	-DOE approval required prior to use -Unique Adaptive Accommodation Request Form must be completed -IEP or 504 service plan documentation of use of accommodation not indicated in Allowable or Special Accommodations

For questions regarding Special Education Assessments, contact the Office of Assessment Logistics at tned.assessment@tn.gov.

Test Accommodations

Test administration questions related to Special Accommodations should be directed to the Office of Assessment Logistics at tned.assessment@tn.gov.

Special Accommodations should be limited to those listed below in order to obtain valid results.

Special Accommodations may be used only if indicated on the student's IEP or 504 Service Plan. Students may use multiple Special Accommodations if they meet all of the required conditions. More information about Special Accommodations is available at

<http://tennessee.gov/education/assessment/accommodations.shtml>. The answer document displays only the Special Accommodations permitted for the assessment. Bold letters correspond to the answer document coding. **If the accommodation determined by the IEP Team as necessary for use on TCAP assessments is not an Allowable Accommodation or Special Accommodation provided by the State, but is used consistently and proficiently by the student on classroom assessments, then a *Unique Adaptive Accommodation Request Form* (UAARF) may be submitted to the Department of Education for review. UAARFs can be downloaded from**

<http://www.tennessee.gov/education/assessment/accommodations.shtml>.

SPECIAL ACCOMMODATIONS				
<input type="radio"/> F	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D <input type="radio"/> I	<input type="radio"/> E

TCAP Special Accommodations are specifically defined as follows:

B. Read Aloud Internal Test Instructions/Items:

As with all Special Accommodations, the need for the Read Aloud Internal Test Instructions/Items must be documented in the student's IEP or 504 Service Plan. Accommodation B may be used on all content areas, as needed, by students with IEPs. The use of Accommodation B for tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documented need.

Students using this accommodation should read as independently as possible. The IEP Team or 504 Review Committee must specify the extent to which the student is to receive this accommodation during the administration of a TCAP assessment (i.e., whether to read aloud the instructions/items for the entire test or for specific sections of the test).

C. Prompting Upon Request:

Prompting Upon Request must be documented in the student's IEP or 504 Service Plan. The use of Prompting Upon Request on tests that **do not** measure reading/language arts is permitted for students with 504 Service Plans who have documentation of need. Prompting Upon Request may be used on all tests, including those measuring reading/language arts, **as appropriate**, by students with IEP documentation of need.

Prompting Upon Request is a viable alternative for the Read Aloud Internal Test Instructions/Items accommodation. Use of Prompting Upon Request is appropriate when the student requires assistance to read isolated words in the test context. The student indicates need for this assistance by raising his or her hand.

There are no accommodations that allow the student to be provided with a definition or any variance from what is written in the test—verbatim. This accommodation is appropriate for students who may need only certain words read to them upon request. Students using this accommodation will not need the entire test or even entire passages read aloud.

D. Interpreter Signs/Cues:

This accommodation may be used only by students with a Hearing Impairment or Deafness. IEP documentation of consistent use of this accommodation is required. Sign language interpreters should attempt to sign test instructions and items exactly as written. The interpreter may use a sign that is close to the word during test administration when doing so would not reveal the answer to the question. Anytime there is a standard sign for a word or concept, the sign is to be used during the test administration if at all possible. In the event there is no standard sign and a shortcut sign is available, the shortcut sign may be used during the administration of a TCAP test if the sign will not indicate the answer. A shortcut sign is a sign created in the classroom setting between the interpreter and the student for a commonly used subject-specific word for which there is no sign. **Shortcut signs are not to be created during the actual administration of a TCAP test.**

E. Manipulatives:

Special Accommodation E may be used on mathematics tests by students with IEPs or 504 Service Plans **where manipulatives are used consistently throughout the mathematics program.** Manipulatives include: number lines, counters, shapes, textured material (e.g., sandpaper), and representation of money, beads, or any other items that may be physically counted or manipulated by the student. Manipulatives used on TCAP assessments must be the **same manipulatives** used throughout classroom instruction and similar assessments. When the student typically uses manipulatives in mathematics instruction, those manipulatives should be brought to the mathematics testing session.

F. Assistive Technology:

Assistive Technology may be used by students with an IEP or 504 Service Plan where there is a written goal that requires use of technology consistently throughout the general education program. Technology used as an accommodation must be necessary for everyday communications and post-school success. Assistive Technology can include, but is not limited to: computers, speech-synthesizers, communication devices, word processors with or without talk-text technology, and electronic readers.

Any device that would “Read-Aloud” any portion of TCAP Assessments must be approved prior to use. Please follow UAARF instructions for use of any device that would read the assessment.

G. Calculators:

Calculator use is not considered a Special Accommodation in the content area of Math on all TCAP assessments.

I. Unique Accommodations:

Based on the final NCLB Regulations for students receiving special education services, requests regarding accommodations not listed in Allowable or Special Accommodations will be reviewed on a case-by-case basis using the *Unique Adaptive Accommodation Request Form* (UAARF). All UAARFs should be received by the Department of Education no later than one month prior to the TCAP Assessment(s) to which they apply.

In rare cases additional accommodations may be needed for students who are not receiving services under Special Education or Section 504 (e.g., a short-term medical problem). For these students UAARFs should be submitted to the Department of Education for review and approval as soon as need is indicated.

The UAARF may be found at the following site:

<http://tennessee.gov/education/assessment/accommodations.shtml>.

2011–2012 English Language Learner (ELL) Accommodations

Accommodations		TCAP Achievement (grades 3–8)	TCAP End-of-Course (EOC)	TCAP Writing Assessment	ELDA	Gateway Diploma Requirement
R	Bilingual Dictionary	Not allowed for Reading/ Language Arts	Not allowed for EOC English I, English II, and English III	Allowed	No Accommodations allowed	Not allowed for Gateway Language Arts
S	Read Aloud in English Test Instructions	All subtests	All tests	All tests	No Accommodations allowed	All tests
T	Read Aloud in English Internal Test Items	Not allowed for Reading/ Language Arts	Not allowed for EOC English I, English II, and English III	All tests	No Accommodations allowed	Not allowed for Gateway Language Arts

*All ELL students are eligible for Allowable Accommodations, as needed, on any TCAP Assessment. Special Accommodations are available for students with an IEP or 504 Service Plan.

*Transitional ELL students who have tested proficient on the state-mandated language proficiency assessment and are in the two required years for monitoring are now eligible for ELL accommodations and should be coded only as T1/T2 on the TCAP answer document.

*Gateway requirements apply only to students who entered high school before the 2009–2010 school year.

Note: Questions regarding required conditions for use of ELL Accommodations should be directed to the Office of Assessment Logistics at tned.assessment@tn.gov.

English Language Learner (ELL) Accommodations and Exclusions

All students are expected to achieve the same high standards in Tennessee. All English Language Learners (ELL) enrolled in an EOC course must participate in the appropriate EOC assessment. The State of Tennessee English Language Learners (ELL) Testing Policy states the following:

The purpose for including our student population of English Language Learners in our Tennessee Comprehensive Assessment Program is to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

ELL status must be determined by the State of Tennessee ESL Assessment. A composite score of less than English Proficient qualifies students as ELL. School districts must document and determine accommodations each year, based on individual needs and abilities.

Questions regarding ELL Accommodations should be referred to the Office of Assessment Logistics at tned.assessment@tn.gov.

ELL First Year Excluded

There is no blanket exclusion of ELL students. ELL students **may have their scores excluded** from the calculations for AYP Accountability for English II if they are in their **first year of enrollment** in a U.S. school.

NOTE: The “ELL Excluded” bubble should be darkened on the English II EOC answer document only if an ELL student meets the above requirement.

Students may not be excluded for more than one year for calculations for AYP Accountability.

ELL Students Classified as T1/T2 ELL

ELL students who have scored proficient on ELDA (English Language Development Assessment) are classified as Transitional 1 (T1) the first year, and as Transitional 2 (T2) the second year. T1 and T2 students are now eligible for ELL accommodations and are now eligible to take ELSA Algebra I and ELSA English II. Only eligible ELL students enrolled in Algebra I or English II may be administered the corresponding ELSA Algebra I or ELSA English II EOC assessment.

ELL Accommodations

The following is a complete list of approved accommodations provided for English Language Learners in State assessments and may be used, as indicated, on the EOC Tests. The example of ELL Accommodations bubbles (see below) may not apply for all EOC Tests. (See 2011–2012 English Language Learner [ELL] Accommodations table.)

ELL Accommodations		
R	S	T
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

R. Bilingual Dictionary

This accommodation **may not be used for EOC English I, English II, or English III.**

ELL Accommodation R may be used on the following EOC Tests: U.S. History, Algebra I, Algebra II, and Biology I.

Electronic dictionaries and/or translators are prohibited for all students.

The Test Administrator must verify that the circle for **ELL Accommodation R** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the “ELL” circle and the “ELL Accommodation R” circle are darkened on the answer document.*

S. Read Aloud Internal Test Instructions in English

This accommodation may be used for all EOC Tests.

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation.
- Internal test instructions must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **ELL Accommodation S** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the “ELL” circle and the “ELL Accommodation S” circle are darkened on the answer document.*

T. Read Aloud Internal Test Items in English

This accommodation is **not allowed for EOC English I, English II, and English III.**

Eligible students must receive this accommodation under the following conditions:

- The student must be tested in an isolated area in which students who do not need the accommodation cannot hear the test administration. This must be provided in an individual or small group setting with students needing the same accommodation. Ensure that all students in the group setting have the same versions of the achievement test.
- Internal test items must be read exactly as they are written in the test book. **Any variation from the text will invalidate the test.**

The Test Administrator must verify that the circle for **ELL Accommodation T** is darkened to signify that the student used this accommodation. *Test Administrators must confirm that the student has met the required conditions for the use of this accommodation and verify that the “ELL” circle and the “ELL Accommodation T” circle are darkened on the answer document.*

SECTION IV: POST-TEST PROCEDURES

Group Information Sheet (GIS)

CODING INSTRUCTIONS

The Group Information Sheet (GIS) provides data that will appear on reports. It is essential that a complete and accurate GIS be placed on top of each stack of answer documents that are to be reported together.

Incorrect, incomplete, or illegible information may result in delayed test processing and inaccurate group reports and/or final reports. GISs pre-coded with school-specific data must not be interchanged between schools or systems.

- ☐ Ensure GIS information is properly marked.
 - ☐ use No. 2 pencil to make dark solid marks that fill the circle completely
 - ☐ make no stray marks
 - ☐ marking more than one circle in each column will invalidate the coding
 - ☐ erase changes completely
 - ☐ do not fill in circles beneath blank boxes
- ☐ Keep the following points in mind when preparing the GIS.
 - ☐ note that some information may have been pre-coded
 - ☐ answer documents to be scanned must be placed under a GIS (a maximum of 49 answer documents per GIS)
 - ☐ unused pre-ID documents should be placed under an Unused Pre-ID Header
 - ☐ blank answer documents that were not pre-ID should be returned with non-scorable materials
 - ☐ answer documents to be destroyed should not be placed under a GIS
 - ☐ content areas should not be combined under a GIS
 - ☐ if completing a blank GIS, refer to a pre-coded GIS to ensure information is identical for processing
- ☐ Complete GIS information.
 1. **SYSTEM NAME:** This may be preprinted. Print system name. (For private schools, the system name and school name are the same.) For out-of-system instructions, see page 44.
 2. **SCHOOL NAME:** The school name may have been preprinted. If using a blank GIS, print the school name exactly as it appears on a preprinted GIS. If preprinted forms are not available, the System Testing Coordinator must contact the Office of Assessment Logistics for correct coding information.
 3. **ASSESSMENT TYPE:** Bubble “End of Course.”
 4. **CONTENT AREA:** Using a No. 2 pencil, print the content area being tested.
 5. **SYSTEM NUMBER:** This may have been pre-coded. If using a blank GIS, fill in system number. Precede system number with zero(s), if needed, to complete the 5-digit number.
 6. **SCHOOL NUMBER:** This may have been pre-coded. If using a blank GIS, fill in system number. Precede system number with zero(s), if needed, to complete the 4-digit number.
 7. **TEACHER LICENSE LAST NAME:** Print teacher of record’s last name in the boxes. Fill in the corresponding circle below each letter. **Make sure the name is EXACTLY the same on the SGL.**
 8. **TEACHER LICENSE FIRST NAME:** Print teacher of record’s first name in the boxes. Fill in the corresponding circle below each letter. **Make sure the name is EXACTLY the same on the SGL.**

9. **TEACHER LICENSE NUMBER:** The teacher of record's license number must be filled in accurately. If the number has fewer than nine digits, pre-fill the empty bubbles, using leading zeros.
10. **CLASS PERIOD:** Fill in the circle for the appropriate class period.
11. **NUMBER STUDENTS TESTED:** Print in the boxes the number of students tested (this includes any student who refuses to test or leaves the testing area). Fill in the corresponding bubble below each number. Single- or double-digit numbers must be preceded by zero(s).
12. **NUMBER STUDENTS ABSENT:** Print in the boxes the number of students absent who were required to test. Fill in the corresponding bubble below each number. Single- or double-digit numbers must be preceded by zero(s).
13. **NUMBER ANSWER DOCUMENTS RETURNED:** Print in the boxes the total number of students testing and students absent (e.g., Box 11 + Box 12 = Box 13).
14. **ADMINISTRATOR LICENSE LAST NAME:** If there is not a teacher of record, print the test administrator's last name in the boxes. Fill in the corresponding circle below each letter.
15. **ADMINISTRATOR LICENSE FIRST NAME:** If there is not a teacher of record, print the test administrator's first name in the boxes. Fill in the corresponding circle below each letter.
16. **ADMINISTRATOR LICENSE NUMBER:** If there is not a teacher of record, print the test administrator's license number in the boxes. Fill in the corresponding circle below each numeral.

NOTE: OUT-OF-SYSTEM STUDENTS: The need for this coding occurs mainly during Summer administration but may arise during other administrations.

- ☐ **SYSTEM NAME:** Print "Out-of-System."
- ☐ **SYSTEM NUMBER:** Print testing system number and fill in the corresponding circles.
- ☐ **SCHOOL NUMBER:** Print "9999" and fill in the corresponding circles.

SUMMER GIS GROUPINGS: When testing students from other schools, a separate GIS should be completed for each high school, if reporting of scores by individual high schools is desired. SGLs should match the GISs.

Group Information Sheet (GIS), Sample

1 **SYSTEM NAME**

2 **SCHOOL NAME**

3 **ASSESSMENT TYPE (choose one)**

☐ Gateway ☐ End of Course

4 **CONTENT AREA**

5 **SYSTEM #**

6 **SCHOOL #**

Tennessee Group Information Sheet



MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Make solid marks that fill the response circle completely.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ③ ⑦ ⑧ ⑨

TEACHER OF RECORD INFORMATION

7 **TEACHER LICENSE LAST NAME**

8 **TEACHER LICENSE FIRST NAME**

9 **TEACHER LICENSE NUMBER**

10 **CLASS PERIOD**

☐ First
☐ Second
☐ Third
☐ Fourth
☐ Fifth
☐ Sixth
☐ Seventh
☐ Eighth
☐ Ninth
☐ Other

11 **NUMBER STUDENTS TESTED**

12 **NUMBER STUDENTS ABSENT**

13 **NUMBER ANSWER DOCUMENTS RETURNED**

Teacher's Name (Last and First) MUST exactly match SGL and Answer Document!

Teacher's License Number MUST be filled in accurately!

A Maximum of 49 Per GIS!

RECORD TEST ADMINISTRATOR INFORMATION ON BACK IF THERE IS NO
TEACHER OF RECORD

188593-001:321
Printed in the USA by Pearson
ISD3643

**RECORD TEST ADMINISTRATOR INFORMATION BELOW IF THERE IS NO
TEACHER OF RECORD**

TEST ADMINISTRATOR INFORMATION

14 ADMINISTRATOR LICENSE LAST NAME													
A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

15 ADMINISTRATOR LICENSE FIRST NAME													
A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

16 ADMINISTRATOR LICENSE NUMBER													
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9

School/Group List (SGL)

COMPLETION INSTRUCTIONS

Building/System personnel must enter School/Group List (SGL) information on the TDOE EdTools website (<https://tdoe.randasolutions.com>) prior to returning test materials. TDOE will not process test materials without completed online SGLs. Print the SGL forms, include a copy in the return shipment to Pearson, and retain a copy. The School/Group List (SGL) provides a comprehensive list of all Group Information Sheets (GISs) for each school. Every GIS completed for a school should have an identical entry on the SGL. Use the SGL to cross reference information from the GISs and to verify the number of answer documents to be scanned/scored. The SGL is used to double check that groups of answer documents have been received. Use one SGL per content area. **Incorrect or incomplete information may result in delayed test processing and inaccurate reports and/or AYP data.**

- ☐ Keep the following points in mind when preparing the SGL:
 - ☐ if a teacher/administrator has more than one GIS with answer documents to be scanned/scored, the information for each set should be listed separately
 - ☐ for End of Course, each content area must be listed on a separate SGL (**combining content areas on an SGL will delay processing**)
- ☐ To complete the online SGL information:
 - ☐ Go to <https://tdoe.randasolutions.com> (requires User Name and Password).
 - ☐ Select “Assessment Forms” from the “Processing” tab.
 1. **Select a system:** Select the system from the drop-down menu.
 2. **Select a test:** Select the test administration from the drop-down menu (e.g., 2012 Spring EOC).
 3. **Select a school:** Select the school from the drop-down menu. If you are a user who only has access to one school, this action will not be necessary.
 4. **Select a content area:** Select the content area from the drop-down menu.
 5. **Contact Information:** Enter the Building Testing Coordinator’s name, email address, and telephone number including the area code.
 6. **Teacher Last Name/Teacher First Name:** List each teacher by the last name and the first name shown on the GIS. **The name should be spelled and written EXACTLY as it is on the GIS.** Note: If a teacher has multiple GISs, list each separately on the SGL. Make sure the name is exactly the same on the GIS.
 7. **Class Period:** List the class period shown on the GIS.
 8. **Number Students Testing:** List the number of students tested (this includes any student who refuses to test or leaves the testing area). This number should match the number shown on the GIS.
 9. **Number Students Absent:** List the number of students absent who were required to test. This number should match the number shown on the GIS.
 10. **Number Answer Documents Returned:** A total should appear for each teacher entry. This number should match the corresponding GIS. The Number Answer Documents Returned represents the sum of the Number Students Testing and Number Students Absent.
 11. Upon completion of each SGL, be sure to save changes and **confirm that all the information is complete for the school/test/content area** by clicking the check box at the bottom of the page. At the top of the page, click the box beside the statement “Mark school/test as complete?”
 12. Select “Processing Admin” from the “Processing” tab and submit SGL data to the State.

School/Group List, Sample

PROCESSING >> SCHOOL/ GROUP LISTS (SGL)

System Name:

Select a test:

Select a school:

Select a content area:

Contact Information

Contact Name:

E-Mail:

Phone Number:

Content Area	Status

GENERAL INSTRUCTIONS:

Use one School/Group List per content area

Every Group Information Sheet (GIS) completed by your school should have an identical entry on the lines below.

TDOE uses the School/Group List to double check that we have received all your groups of answer documents.

The Number of Answer Documents Returned includes the total of the Number of Students Testing and Number of Students Absent.

Use the tab key to navigate within the rows. Tabbing off a row will start a new record.

Totals in the School/Group List below will not be recalculated until changes are saved.

ADDITIONAL INSTRUCTIONS:

Teacher Name: Please spell first and last names EXACTLY as bubbled on Group Information Sheet (GIS).

Class Period: As it appears on the form

Number Students Testing: The Number as marked on GIS

Number Students Absent: The Number as marked on GIS

Number Answer documents returned (Total Testing and Absent count)

*NOTE: This is a Calculated Field and accepts NO Input. To see field completed, tab from Number Students Absent. Tab again to start the next row.

Comment: Use mouse to place cursor in comment box for input, press Tab to move to next row.

	Teacher Last Name (Note: Only 15 characters allowed)	Teacher First Name (Note: Only 10 characters allowed)	Class Period	Number Students Testing	Number Students Absent	Number Answer Documents Returned	Comment	
								Delete
								Delete
								Delete
*								Delete

☐ School did not test in this content area

☒ I confirm that all the information above is complete for the school/test/content area

Save Changes

Print

Exit

Inactive Test Material (ITM)

Only material to be destroyed should be placed under this form. Documents attached to an Inactive Test Material (ITM) form are inactive and are not to be scored. The ITM is a single sheet form and may be copied as needed. A separate form should be submitted for each incident type per grade/content area for each school.

Answer documents should be considered inactive for the reasons listed on the form **only**. If an answer document contains responses, the responses and student demographics must be transcribed to a new answer document before placing the document to be destroyed under this form. When completed, the ITM and related test materials should be inserted in the Inactive Test Materials envelope. Check only one box. Do not complete an ITM if there are no materials to accompany the ITM form.

The following test materials **should not** be included under the ITM:

- ☐ Braille and Large Print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS].)
- ☐ Test booklets with only student names or random marks (Place them with used test materials.)
- ☐ Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- ☐ Unused, pre-coded GISs (Place them with non-scorable test materials.)

☐ Test Administrator Responsibilities

- ☐ do not write comments on answer documents
- ☐ identify any answer documents or test booklets to be included under ITM
- ☐ notify Building Testing Coordinator of any significantly damaged or contaminated (e.g., vomit, blood) documents for review
- ☐ complete ITM, **sign**, and place with any affected answer documents or test materials
- ☐ return ITM forms to Building Testing Coordinator

☐ Building Testing Coordinator Responsibilities

- ☐ do not write comments on answer documents
- ☐ ensure materials under ITM are those documented on the form
- ☐ verify use of form corresponds to allowed reasons only
- ☐ **sign** completed forms
- ☐ ensure that student responses on damaged/contaminated documents are transcribed to a clean answer document, which is placed under the appropriate GIS
- ☐ ensure any duplicate answer documents under an ITM have a corresponding document under the appropriate GIS
- ☐ pack and return ITM forms to System Testing Coordinator per instructions

☐ System Testing Coordinator Responsibilities

- ☐ do not write comments on answer documents
- ☐ review ITM for appropriate use, accurate completion, and **sign**
- ☐ make copy for system use
- ☐ confirm that student responses on damaged/contaminated answer documents were transcribed and that an ITM form was completed
- ☐ destroy contaminated answer documents and note on ITM form that they were destroyed
- ☐ return the ITM envelopes in the scorable boxes with the green or yellow return labels

Inactive Test Material (ITM) Sample



TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM INACTIVE TEST MATERIAL

System Name _____ No. _____ School Name _____ No. _____

Test _____ Grade/Content _____ Test Administrator _____

Complete one form for each incident type per grade/content area.

This form is to be used **only** if the listed incidents occurred.

- ☐ There are duplicate answer documents for a student. The document to be destroyed is under this form. The document to be scored is under the appropriate GIS/TAG.
- ☐ A student took the wrong test. The incorrect test answer document is under this form. The correct test document to be scored is under the appropriate GIS/TAG. (If the correct test could not be administered, also complete a Report of Irregularity.)
- ☐ An answer document with student responses is contaminated (e.g., vomit, blood). The answers have been transcribed to another answer document and placed under the appropriate GIS/TAG. Contaminated documents must be securely destroyed by the System Testing Coordinator and listed below. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator. By signing below, you attest that the contaminated answer document was destroyed.
- ☐ An answer document with student responses is damaged. The answers have been transcribed to another answer document and placed under the appropriate GIS/TAG. Damaged documents to be destroyed are under this form. If the answers **CANNOT** be transcribed to a new answer document, complete a Report of Irregularity and contact the System Testing Coordinator.

Number of Documents paper banded under this form: _____

Student Name(s) and Student Unique Identification Number(s): _____

TEST ADMINISTRATOR:	Place this completed form on top of the related test material, <u>paper band</u> and return to the Building Testing Coordinator.	_____ Test Administrator's Signature
BUILDING TESTING COORDINATOR:	Return this form and materials to the System Testing Coordinator.	_____ Building Testing Coordinator's Signature
SYSTEM TESTING COORDINATOR:	Make a copy of this form for system use. Return the form and materials per instructions in the <i>Test Administration Manual</i> .	_____ System Testing Coordinator's Signature
		_____ System Testing Coordinator's Phone Number

Do NOT place the following under this form:

- Braille and large-print test materials (Return these test materials per shipping instructions and place the **transcribed** answer document under the appropriate Group Information Sheet [GIS]/Test Administration Group TAG.)
- Test booklets with only student names or random marks, (Place them with used test materials.)
- Used writing prompts or directions (Place them with used test materials.)
- Test booklets or answer documents with manufacturing defects (System Testing Coordinator **must** contact the State for further instructions.)
- Unused, pre-coded Student Group Lists and GIS/TAGs (Place them with used test materials.)
- Unused pre-coded answer documents. (Place them under the Un-used Pre-ID form).

Report of Irregularity (RI)

COMPLETION INSTRUCTIONS

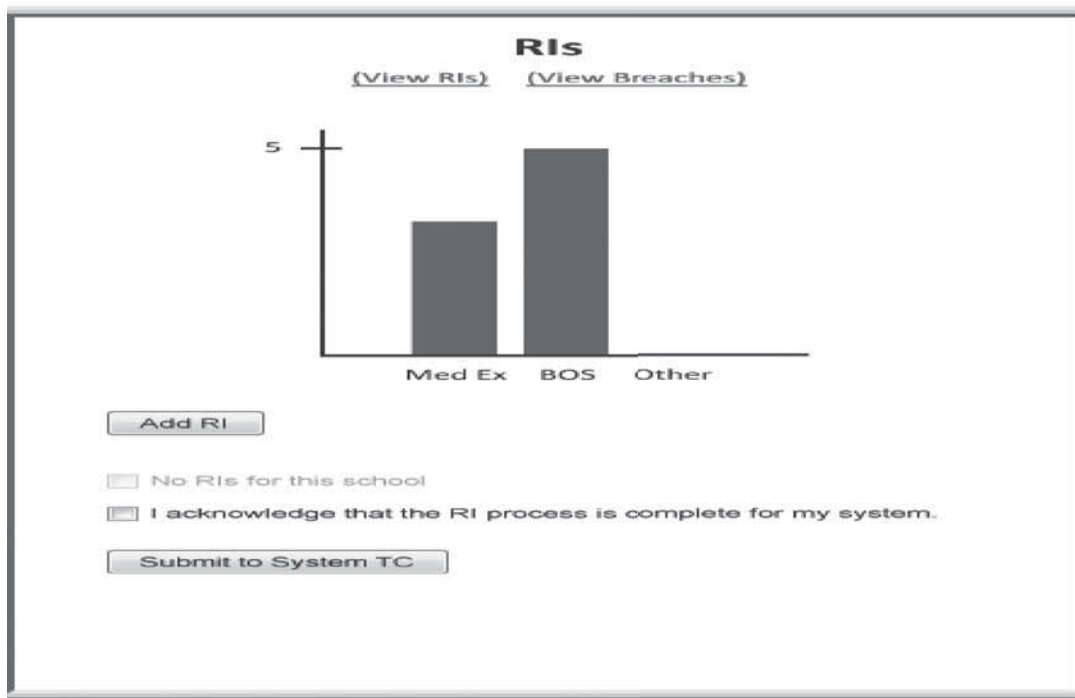
The Report of Irregularity (RI) is used to report a serious irregularity during testing. **The RI should be used only for the irregularities listed on the RI form.** Other circumstances may require an Inactive Test Material (ITM) form.

Sample Circumstances	Action
Incorrect subtest taken	Complete RI
Student received incorrect Special Accommodation or took test without appropriate Special Accommodation	Complete RI
Student left with parent/guardian during test session	Complete RI
Student refused to take test; Test Administrator ensured completion of demographics	Complete RI
School was dismissed during testing due to inclement weather	Complete RI
Student erased holes in answer document; answers were transcribed to another answer document	Complete ITM RI is not required
Flu epidemic during testing caused large number of absences	Process Normally RI is not required
Student tried to look at the paper of a neighboring student whose answers were covered	Process Normally RI is not required
Student made random responses or drew on test	Process Normally RI is not required
Student upset about external events	Process Normally RI is not required
Student left glasses at home	Process Normally RI is not required
Fire Drill or Bomb Threat	System Testing Coordinator immediately notifies Office of Assessment for instructions

☐ To complete the online RI information:

- ☐ Go to <https://tdoe.randasolutions.com> (requires User Name and Password).
- ☐ Select "Assessment Forms" from the "Processing" tab.
 1. Select the "Reports of Irregularity (RI)" button at the top of the School Audit.
 2. Select Grade and Content Area/Subtest.
 3. Select the irregularity: Option A-J.
 4. System and School Name will be pre-populated.
 5. Enter Incident Date.
 6. Enter Teacher Info (Last Name, First Name).
 7. Enter Contact Info (Name, Email).
 8. Enter Student Info (Last Name, First Name, Middle, Unique Student ID).
 - ✓ Be sure to select the "Add Student to List" button.
 - ✓ If an irregularity involves all students in a grade, type the following in the Student Info section:
 - Last Name: ALL
 - First Name: STUDENTS
 - Unique Student ID: 000000000
 9. Document the Occurrence: Provide a detailed explanation of the irregularity. Incomplete information may result in delayed test processing.

- ☐ Once all RIs are complete for a school, submit to the system for review. Once all RIs are complete for a system, System Testing Coordinator must submit to the State.
- ☐ If a school has no RI issues to report, select "No RI's for (Test Administration)" in the RI application on EdTools at <https://tdoe.randasolutions.com>.



- ☐ Test Administrator Responsibilities
 - ☐ do not write comments on answer documents
 - ☐ document testing irregularities including date, grade, affected tests, and specific details
 - ☐ list names and Student Unique IDs of all affected students
 - ☐ submit documentation to the Building Testing Coordinator; **do not attach related answer document(s)**
- ☐ Building Testing Coordinator Responsibilities
 - ☐ do not write comments on answer documents
 - ☐ enter all RI information online and submit to the system
 - ☐ keep a copy of each RI for school records
- ☐ System Testing Coordinator Responsibilities
 - ☐ review RI information online, make recommendations, and submit to the State
 - Recommendations:**
 - ✓ Process Normally — Test will be scanned and included in all reports as if no incident occurred.
 - ✓ Nullify — Test will be scanned but will show on reports as “nullify.” Score will not reflect on system data.
 - ✓ Void — Test will not be scanned and no record of test will exist. This is rarely done because it provides no record of a student’s opportunity to test.
 - ☐ submit hard copies of Breach RIs and Medical Exemption RIs ONLY to the State in the Breach Envelope

If there are RI issues involving nullifications or voids, a review of the described circumstances must be completed before the Quick Score Report will be sent. DO NOT WRITE “VOID” OR “NULLIFY” ON ANY ANSWER DOCUMENT!

Report of Irregularity (RI), Sample

PROCESSING > REPORTS OF IRREGULARITY (RI)							
RI Serial # Test: 2011 Summer End of Course Grade: -- Select -- Content Area / Subtest: <div style="border: 1px solid black; padding: 5px; width: 150px;"> <input type="checkbox"/> Algebra II <input type="checkbox"/> English I <input type="checkbox"/> US History </div>	After you have saved your RI, you will be able to add attachments						
<p>This form is to be used only if one of the following irregularities occurred. Please mark the most appropriate that apply below:</p> <ul style="list-style-type: none"> <input type="radio"/> A. A student or a group of students cheated <input type="radio"/> B. Test administrator/proctor provided inappropriate assistance to student(s) <input type="radio"/> C. A student left or was removed after beginning the test and was unable to complete the test or subtest. Specify reason and number of items completed in documentation below <input type="radio"/> D. For timed tests/subtests, time limits were not observed. This includes receiving unauthorized additional time or not enough time, working ahead, or going back to a previously completed subtest <input type="radio"/> E. A student completed a test using defective materials or the test became damaged or contaminated. This form should be used ONLY if the transfer of all information to another answer document could not be made <input type="radio"/> F. A student took the wrong test or subtest. System Testing Coordinator must contact the State for further instructions <input type="radio"/> G. Improper test modifications/accommodations were used <input type="radio"/> H. Breach of Security Request <input type="radio"/> I. Medical Exemption Request <input type="radio"/> J. Other reasons. Please specify <p>Note: The Breach of Security and Medical Exemption Request Forms are now to be completed online. The PDF version of the Breach of Security and Medical Exemption Request are still available in case you need to print them.</p>							
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> System Name: <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">00010 - ANDERSON COUNTY</div> </td> <td style="width: 50%; border: none; vertical-align: top;"> School Name: <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">0002 - ANDERSON CO HS</div> </td> </tr> <tr> <td style="border: none; vertical-align: top;"> Teacher Info (as on the Group Information Sheet): </td> <td style="border: none; vertical-align: top;"> Incident Date: <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">10/30/2011</div> </td> </tr> <tr> <td style="border: none; vertical-align: top;"> Contact Information for the State: </td> <td style="border: none; vertical-align: top;"> Last Name: <div style="border: 1px solid black; width: 100px; height: 15px;"></div> First Name: <div style="border: 1px solid black; width: 100px; height: 15px;"></div> Name: <div style="border: 1px solid black; width: 100px; height: 15px;"></div> Email: <div style="border: 1px solid black; width: 100px; height: 15px;"></div> </td> </tr> </table>		System Name: <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">00010 - ANDERSON COUNTY</div>	School Name: <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">0002 - ANDERSON CO HS</div>	Teacher Info (as on the Group Information Sheet):	Incident Date: <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">10/30/2011</div>	Contact Information for the State:	Last Name: <div style="border: 1px solid black; width: 100px; height: 15px;"></div> First Name: <div style="border: 1px solid black; width: 100px; height: 15px;"></div> Name: <div style="border: 1px solid black; width: 100px; height: 15px;"></div> Email: <div style="border: 1px solid black; width: 100px; height: 15px;"></div>
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<div style="border: 1px solid black; background-color: #f2f2f2; padding: 5px; margin-bottom: 10px;"> Student Info <div style="float: right; text-align: right;"> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; margin-right: 5px;">Unique ID</div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; margin-right: 5px;">Last Name</div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px; margin-right: 5px;">First Name</div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px;">Middle Name</div> </div> </div> <div style="margin-bottom: 10px;"> Last Name (as appears on test document): <div style="border: 1px solid black; width: 100px; height: 15px;"></div> </div> <div style="margin-bottom: 10px;"> First Name (as appears on test document): <div style="border: 1px solid black; width: 100px; height: 15px;"></div> </div> <div style="margin-bottom: 10px;"> Middle Initial (as appears on test document): <div style="border: 1px solid black; width: 30px; height: 15px;"></div> </div> <div style="margin-bottom: 10px;"> Student Unique ID: <div style="border: 1px solid black; width: 50px; height: 15px;"></div> </div> <div style="text-align: right;"> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px 5px; cursor: pointer;">Add Student to List >></div> </div>							
<div style="border: 1px solid black; background-color: #f2f2f2; padding: 5px; margin-bottom: 10px;"> Document the occurrence <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> <div style="background-color: #f2f2f2; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center; margin: 0;">SYSTEM TESTING COORDINATOR RECOMMENDATION</p> <p style="text-align: center; margin: 0; font-size: small;">Check recommendation below for Assessment, Evaluation, and Research review.</p> <p style="text-align: center; margin: 0;">Coordinators comments:</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p style="text-align: center; margin: 5px 0;"> <input type="radio"/> Process Normally <input type="radio"/> Nullify <input type="radio"/> Void </p> <p style="text-align: center; margin: 0; font-size: small;">STATE NOTES</p> <p style="text-align: center; margin: 0;">State comments:</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p style="text-align: center; margin: 5px 0;"> <input type="radio"/> Process Normally <input type="radio"/> Nullify <input type="radio"/> Void <input type="radio"/> Nullify FT <input type="radio"/> Medical Exempt <input type="radio"/> Refusal/DNA </p> </div> <div style="text-align: right;"> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px 5px; margin-right: 5px;">Delete</div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px 5px; margin-right: 5px;">Print</div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px 5px; margin-right: 5px;">Update</div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px 5px; margin-right: 5px;">Goto Reconcile Only</div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px 5px; margin-right: 5px;">Update & Reconcile</div> <div style="border: 1px solid black; background-color: #f2f2f2; padding: 2px 5px;">Back</div> </div>							

Protocol for System Response to Missing Secure Test Materials

1. System Testing Coordinator completes thorough investigation and documents all related facts.
2. System Testing Coordinator completes an Online Report of Irregularity with a Breach of Security Request.
3. System Testing Coordinator notifies the Director of Schools of the missing test materials.
4. System Testing Coordinator provides the Office of Assessment Logistics with a detailed investigation summary that includes the following information:
 - Specifics about missing secure test materials (e.g., description [answer document, test booklet], quantity, content area)
 - Date test materials were determined missing
 - Last known location of missing test materials
 - Description of storage area for secure test materials
 - Names of all people who had access to area where test materials were stored
 - Name and contact information of Building Testing Coordinator(s) and School Administrator(s)
 - Statements from administrators, Building Testing Coordinators, teachers, and any others involved
 - Description of current security measures in county/school
 - Plan for improved test security measures at system and school level

RI – Medical Exemption

The Medical Exemption Request form should only be used for severe, documented medical circumstances. Each request will be reviewed on a case-by-case basis. An answer document bubbled “Absent” **must** be completed with demographic information to be scanned for each student whom you are requesting a medical exemption. The answer document of a student for whom you have requested a medical exemption must be included with the appropriate GIS and SGL. The Medical Exemption Request form and current, detailed doctor documentation should be returned in the Breach Envelope. The current, detailed doctor documentation should include a statement from the doctor explaining why the student (including a Homebound student) cannot take the End of Course Test.

- ☐ Medical Exemption Requests **MUST** be entered online as a Report of Irregularity. If needed prior to entering online, **blank copies of the medical exemption form are available on our website — Tools & Resources page at http://www.state.tn.us/education/assessment/tools_resources.shtml.**
- ☐ To complete the online RI – Medical Exemption Request:
 - Go to <https://tdoe.randasolutions.com> (requires User Name and Password).
 - Select “Assessment Forms” from the “Processing” tab.
 1. Select the “Reports of Irregularity (RI)” button from the top of the School Audit.
 2. RI Serial # and Test will be pre-populated.
 3. Select Grade and Content Area.
 4. Select “I. Medical Exemption Request.”
 5. System and School Name will be pre-populated.
 6. Enter all required information, including:
 - ✓ Incident Date
 - ✓ Teacher Info (Last Name, First Name)
 - ✓ Contact Info (Name, Email)
 - ✓ Student Date of Birth
 - ✓ Student Absent Dates
 - ✓ School Test Dates
 - ✓ Explanation of Emergency (including name of hospital)
 - ✓ Name of Building Testing Coordinator, Phone Number, Email Address
 - ✓ Verification checkbox that student was absent during the TCAP Assessment for documented medical reasons
 - ✓ Name of System Testing Coordinator, Phone Number, Email Address
 - ✓ Student Info (Last Name, First Name, Middle, Student Unique ID)Be sure to “Add Student to List.”
 7. In the “Document the Occurrence” field, copy and paste the entire Explanation of Emergency.
 - Once all required fields have been completed, **be sure to PRINT** a copy of the Medical Exemption Request Form, attach any additional documentation and return to the State in the Breach Envelope.
- ☐ To PRINT the online RI – Medical Exemption Request:
 - Select the “Print” button at the bottom of the RI.
 1. RI Report Viewer will pop up on the screen.
 2. Select the “Medical Exemption” tab to view Medical Exemption Request.
 3. For this form to print properly, be sure to select the print icon (see sample on next page). Do not use the print option in the Menu Bar.
- ☐ Submit a copy of Medical Exemption Request form and current, detailed doctor documentation to the State in the Breach Envelope.

RI – Medical Exemption, Sample

PROCESSING > REPORTS OF IRREGULARITY (RI)

RI Serial #:

Test: 2011 Summer End of Course

Grade: -- Select --

Content Area / Subtest: ☐ Algebra II ☐ English I ☐ US History

After you have saved your RI, you will be able to add attachments

This form is to be used only if one of the following irregularities occurred:

- ☐ A. A student or a group of students cheated
- ☐ B. Test administrator/proctor provided inappropriate assistance to student
- ☐ C. A student left or was removed after beginning the test and was unable to complete in documentation below
- ☐ D. For timed tests/subtests, time limits were not observed. This includes, but is not limited to, going back to a previously completed subtest
- ☐ E. A student completed a test using defective materials or the test administrator transferred all information to another answer document could not be identified
- ☐ F. A student took the wrong test or subtest. System Testing Coordinator must be notified
- ☐ G. Improper test modifications/accommodations were used
- ☐ H. Breach of Security Request
- ☐ I. Medical Exemption Request
- ☐ J. Other reasons. Please specify

Note: The Breach of Security and Medical Exemption Request Forms are still available in case you need to print them.

System Name: 00010 - ANDERSON COUNTY School #: 0002 - Anderson

Incident #: 10/30/2011

Teacher Info (as on the Group Information Sheet): Last Name: First Name: Middle Name:

Contact Information for the State: Name: Email:

Student Info

Unique ID Last Name First Name Middle Name

Last Name (as appears on test document):

First Name (as appears on test document):

Middle Initial (as appears on test document):

Student Unique ID:

Add Student to List >>

Document the occurrence

SYSTEM TESTING COORDINATOR RECOMMENDATION

Check recommendation below for Assessment, Evaluation, and Research review.

Coordinators comments:

☐ Process Normally ☐ Nullify ☐ Void

STATE NOTES

State comments:

☐ Process Normally ☐ Nullify ☐ Void ☐ Nullify FT ☐ Medical Exempt ☐ Refusal/DNA

Delete Print Update Goto Reconcile Only Update & Reconcile Back

RI Report Viewer

Please click on the tab to view the corresponding report. You can also print the report by clicking on the print icon.

Report of Irregularity Medical Exemption

1 / 2

40.9%

Sign

Find

Print

Medical Exemption Request

System: School: Assessment: School #: Test Administration:

School Level Completion

The following student was not present during any portion of the above TCAP Assessment for documented medical reasons.

Adequate Yearly Progress (AYP) Demographic Review

It is no longer necessary for systems to submit an AYP Demographic Review form to the Office of Assessment. During the Student Demographic Data Verification (SDDV) process, Building and System Testing Coordinators must verify that all student accountability demographic data have been reviewed and are accurate and complete. Those data will be used to fulfill reporting requirements for NCLB, TVAAS, and the State Report Card.

Breach Envelope

The Breach Envelope should be returned only if a Medical Exemption Request or Breach of Testing Security Report is submitted. **Breach Envelopes should be returned to the appropriate program manager by overnight mail using one of the following addresses:**

For U.S. Priority Mail:

Tennessee Dept. of Education
Office of Assessment Logistics
1252 Foster Avenue
Hardison Building
Nashville, TN 37243

Fed Ex/UPS:

Tennessee Dept. of Education
Office of Assessment Logistics
1252 Foster Avenue
Hardison Building
Nashville, TN 37210

Post-Test Procedures

Return with scorable materials for processing.

SYSTEM NAME																									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

SYSTEM #				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	

Return Procedures

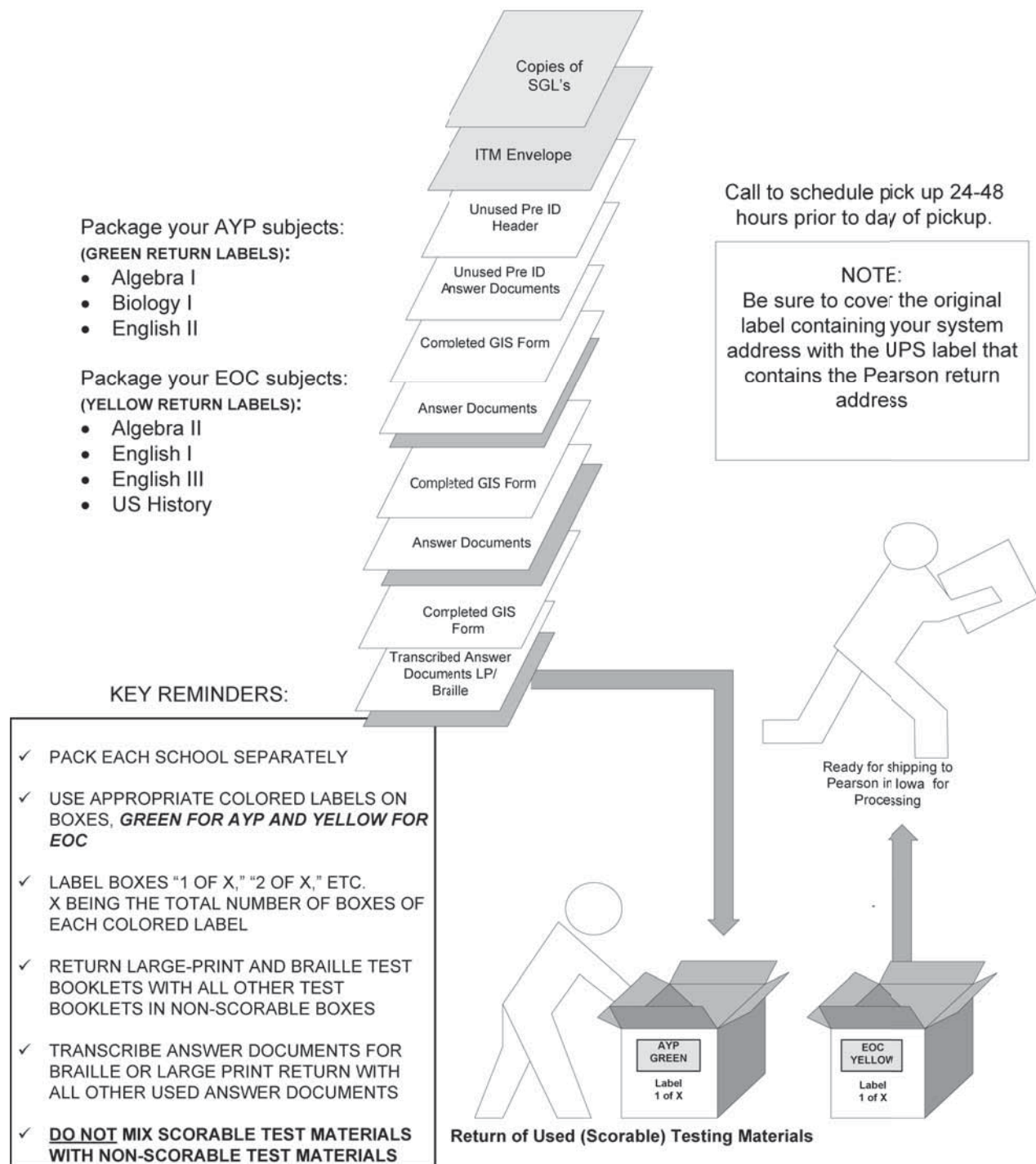
Preparing for Shipment

Notice: Return all answer documents within 3 business days following completion of testing.

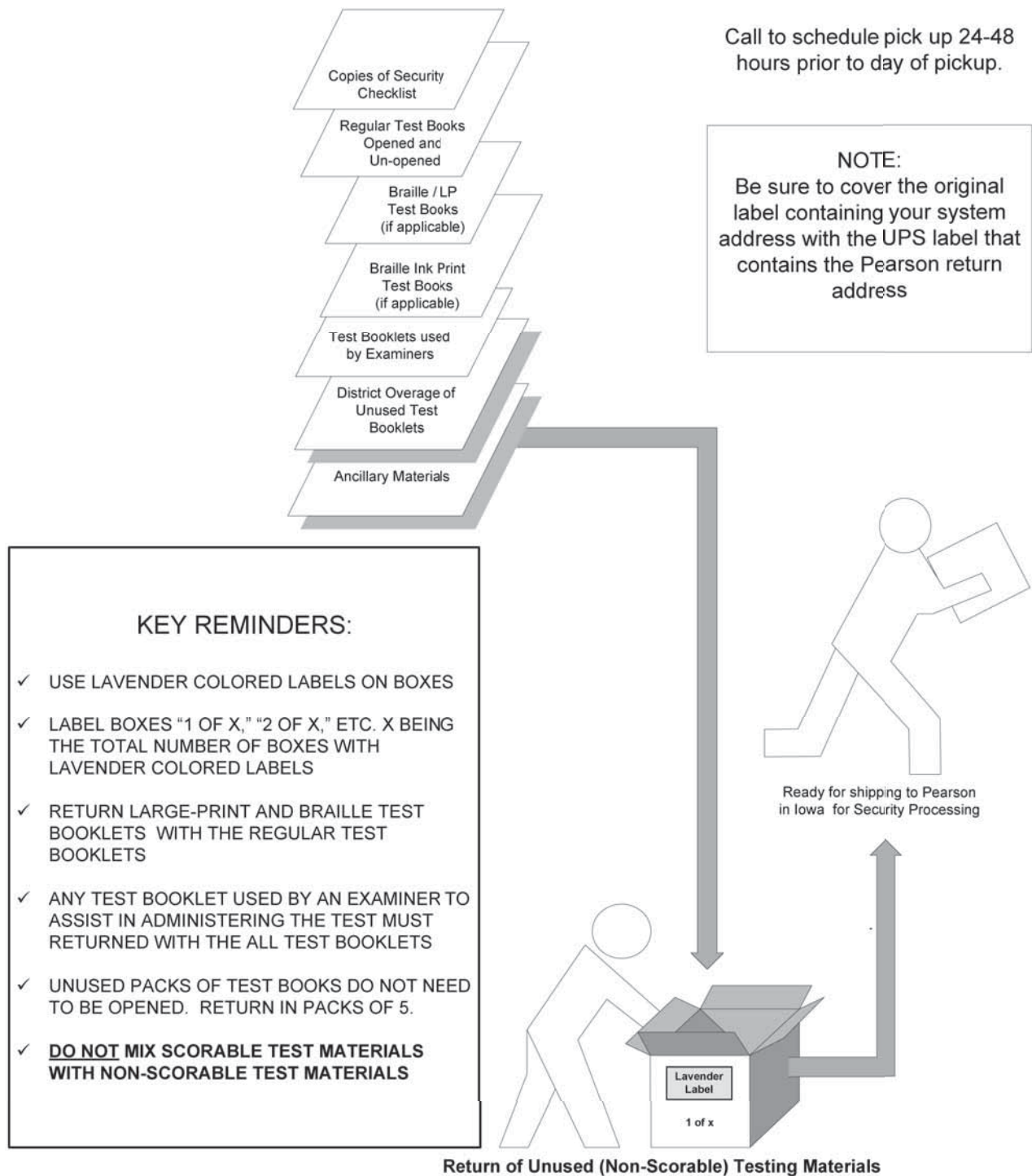
Remaining test materials must be returned **5 business days** following the test administration. The System Testing Coordinator is responsible for arranging the pickup of test materials. Contact Pearson at 1-888-817-8658 if there are any problems packing materials or arranging for pickup.

- ☐ 1. Locate the return instructions and return labels within the System Testing Coordinator kit.
- ☐ 2. Check return materials for completed ITMs and loose answer documents.
- ☐ 3. Assemble the SCORABLE test materials to be returned in the boxes with a green or yellow return label in the following order (see packaging diagram):
 - Top to Bottom:
 - ✓ Printed copy of School/Group List(s)
 - ✓ ITM Envelope with ITM forms placed inside the envelope
 - ✓ Unused pre-ID answer documents
 - ✓ Answer documents under appropriate Group Information Sheet (GIS), as space permits
 - ✓ Transcribed answer documents for Braille and Large Print students with appropriate GIS (if applicable)
- ☐ 4. Assemble the NON-SCORABLE test materials to be returned in the boxes with a lavender return label in the following order:
 - Top to Bottom:
 - ✓ Copy of Security Checklist
 - ✓ Used test books
 - ✓ Packs of unopened test books
 - ✓ Large Print test books
 - ✓ Braille and ink print test books
 - ✓ Unused test materials
 - ✓ Ancillary materials
- ☐ 5. Pack all test materials by school, in the boxes that test materials were shipped in.
- ☐ 6. Each box will have two labels:
 - GREEN (for AYP) or YELLOW (for EOC) for answer documents for scoring (scorable) PLUS UPS return label or FedEx Return label (if applicable)
 - LAVENDER for test books and ancillary items (non-scorable) PLUS UPS return label or FedEx Return label (if applicable)
 - Mark boxes 1 of ____ to ensure the correct number of boxes is received by Pearson.
- ☐ 7. Seal all boxes using shipping tape.
- ☐ 8. **Store all boxes in a dry, secured location until pickup.**

Packaging Diagram for Return of Used (Scorable) Testing Materials



Packaging Diagram for Return of Unused (Non-Scorable) Testing Materials



Scheduling a Pickup with UPS

- Call UPS at (800) 823-7459 to schedule all pickups (ground and air).
- Provide UPS with the following information:
 - Tell the UPS representative you are calling in a pickup request for Pearson and will be using their **“Return Service.”**
 - Provide UPS with following information:
 - ✓ Account number from the return label
 - ✓ The physical location where packages are to be picked up
 - ✓ Estimated number of packages that will be available for pickup
- **Pickups should be scheduled 24–48 hours in advance.** There can be time constraints for specific pickups based on their location; the UPS representative will let the Pearson customer know if the pickup can’t be made as requested.
- Once the pickup is confirmed, the school/district will receive a confirmation number from UPS to reference if questions or changes arise in the future.

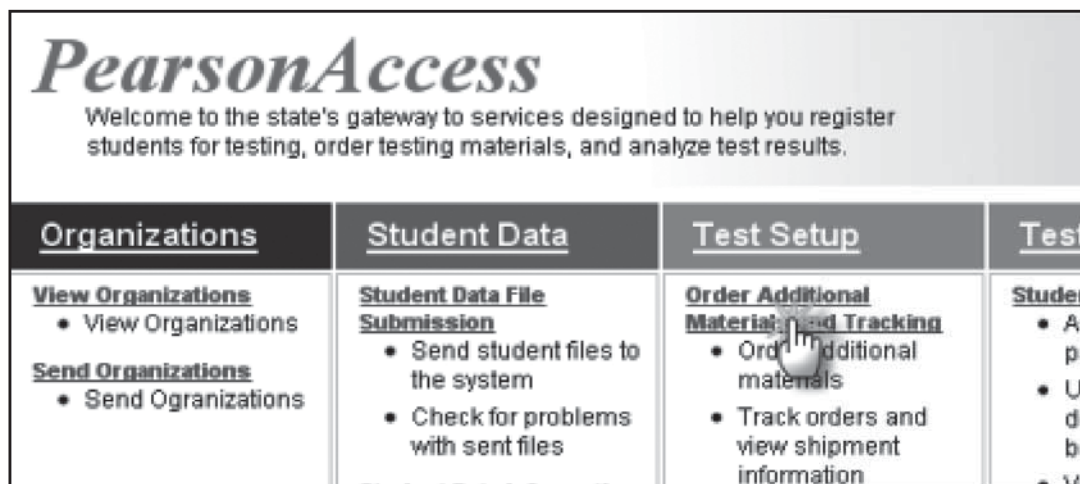
Scheduling a Pickup with FedEx Freight

- Systems should keep the pallets for return shipment.
- Systems should palletize materials and shrink wrap their pallet(s) of materials.
- Your Bill of Lading can be found in your System Testing Coordinator kit, and the number to call for pickup is at the bottom of your Bill of Lading.
- Provide FedEx Freight with the following information:
 - You are calling in a pickup request for Pearson.
 - Address
 - Contact name
 - Contact phone number
 - Number of pallets
 - If dock is available or if lift-gate services are needed
 - Hours
 - Service level will be FedEx Freight Priority
 - Destination ZIP code
 - ✓ Scorable shipment — 52245
 - ✓ Non-scorable shipment — 52404
- **Pickups should be scheduled 24–48 hours in advance.** There can be time constraints for specific pickups based on their location; the FedEx Freight representative will let the Pearson customer know if the pickup can’t be made as requested.
- Once the pickup is confirmed, the system will receive a confirmation number from FedEx Freight to reference if questions or changes arise in the future.

Tracking Your Test Materials

Using PearsonAccess you will be able to track your test materials—both incoming delivery to your system and outgoing shipment when you return your test materials.

After logging into PearsonAccess, from the home page, you will click on the link for **Order Additional Materials and Tracking**:



For test materials being delivered to the system, the **View By** radio button for **Orders from Pearson** should be selected:

Orders
[Return to Test Setup](#)
 2012 Spring EOC [Change](#)

View By: ☒ Orders from Pearson ☐ Shipments to Pearson

[Order Additional Materials](#) [Approve](#) [Delete](#) [Reports](#)

[Show Search](#) Results: 1 to 9 of 9

<input type="checkbox"/> Order	<input type="checkbox"/> Sales Order Number	<input type="checkbox"/> Status	<input type="checkbox"/> Organization	<input type="checkbox"/> Organization Code	<input type="checkbox"/> Submission Date	<input type="checkbox"/> Approval Date	<input type="checkbox"/> Delivery Date	<input type="checkbox"/> Confirmation
Test Materials (454455)	2245832/1	Delivered	SAMPLE COUNTY	000010000	04/06/2012		04/10/2012	
Test Materials (454456)	2245832/2	Delivered	SAMPLE HIGH SCHOOL	000010005	04/06/2012		04/10/2012	
Test Materials (454457)	2245832/3	Delivered	SAMPLE H.S.	000010002	04/06/2012		04/10/2012	
Test Materials (454458)	2245832/4	Delivered	CENTRAL OFFICE	000015555	04/06/2012		04/10/2012	

The tracking screen will provide you with your status, organization, organization code, submission date and delivery date if the materials have been delivered.

To see details on each shipment, click the **Test Materials** link.

The **Items Ordered** tab will provide the list of materials packed in that order.

[Return to Orders](#)
 2012 Spring EOC [Change](#)

Items Ordered **Shipping Details**

Organization: SAMPLE HIGH SCHOOL 000010005
 Order Submitted By: SYSTEM
 Order Status:

Item	Description	Total Quantity
TN00001234	AD, EOC ENG 1 PKG-5	20
2245373-3-1-1	SCHOOL COORDINATOR KIT,	1
TN00001235	TB, EOC ENG 1 PKG-5	20

The **Shipping Details** tab will provide you with delivery address, number of boxes, status, shipping date, estimated delivery date (if not delivered), and delivery date (when materials have been delivered).

Test Materials (392403)
[Return to Orders](#)
2012 End of Course [Change](#)

Items Ordered Shipping Details

Shipping Details
000010002
SAMPLE M.S.
123 MAIN ST
CENTER TOWN, TN 12345
SYSTEM TESTING COORDINATOR
Phone: (615) 555-5555

Shipment	Status	Boxes	Organization	Shipped	Estimated Arrival	Delivery Date	Confirmation
1 view	In Transit	1	SAMPLE M.S. (000010002)	03/28/2012	04/02/2012		

To view any additional information about the shipment, click on **view**:

2012 End of Course Program [Change](#)

Shipment Details Shipment Confirmation

Shipment #1 Details

Box Number	Status	Expected Arrival	Delivery Date	Tracking Number
1	In Transit			UPS - 620242584422139

Box Number	Item	Description	Details	Quantity Packed	Quantity Backordered	Material Type
1	TN00003835	AD, EOC ALG I, SPR12, PKG 5	1 pack of 5	5	0	Non-Secure
1	TN00003620	AD, EOC ALG I, SPR12, PKG 10	1 pack of 10	10	0	Non-Secure
1	TN00003583	TB, EOC ALG I, SPR12, PKG 5	1 pack of 5	5	0	Non-Secure
1	TN00003627	TB, EOC, ALG I, ELSA SPR12, PKG 5	1 pack of 5	5	0	Non-Secure
1	TN00003588	READALoud, EOC ALG I, SP12, V01, PKG-5, SECURE	1 pack of 5	5	0	Secure
1	TN00003634	AD, EOC BIO I, SPR12, PKG 5	1 pack of 5	5	0	Non-Secure
1	TN00003593	TB, EOC BIO I, SPR12, PKG 5 SECURE	1 pack of 5	5	0	Secure

This will provide the UPS tracking information and the test materials you should expect in each box for the shipment.

Checking Your Return Shipments

Once you have your shipment picked up, you will be able to track the delivery back to Pearson using PearsonAccess.

Following the same steps as above to access materials tracking, you will change **View By** to **Shipments to Pearson**:

Overview Orders Configure TestNav

Current organization: ANDERSON COUNTY (000100000) [change organization](#)

Home > Test Setup > Orders

Orders
[Return to Test Setup](#)
2012 End of Course Program [Change](#)

View By: ☐ Orders from Pearson ☒ Shipments to Pearson

Order Additional Materials | [Approve](#) | [Delete](#) | [Reports](#)

[Show Search](#)

Results: 1 to 12 of 14

<input type="checkbox"/>	Order	Sales Order Number	Status	Organization	Organization Code	Submission Date	Approval Date	Delivery Date	Confirmation
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End of Course Contact Information

tned.assessment@tn.gov

Office of Assessment Logistics
Tennessee Department of Education
TPS Complex–Hardison Building
1252 Foster Avenue
Nashville, TN 37243*

Note: If using U.S. mail, use 37243 as the ZIP code.
If using UPS or FedEx, use 37210 as the ZIP code.

EdTools Support
tdoesupport@randasolutions.com

PEARSON

TN Customer Service Support Line
888-817-8658
Press 2 for EOC

TN Customer Support Email
Tennessee@support.pearson.com

Returning Materials to Pearson

1. **Scorable Documents** (green or yellow label)
EOC SPRING 2012 TESTING
Pearson
2510 North Dodge Street
Iowa City, IA 52245-9555
2. **Select Non-Scorable Documents** (lavender label)
EOC SPRING 2012 TESTING
Pearson
7405 Irish Dr. SW
Cedar Rapids, IA 52404

End of Course Assessment
Test Administration Manual
Spring 2012

Return these materials to Pearson.

